

The Modern Language Journal

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LINGUISTIC STUDY IN MODERN LANGUAGE COURSES

By OTTO A. GREINER

IN JUNE 1903 ten of us college seniors were telling what we would soon be doing out in the wide world. One would enter Princeton Theological Seminary, another teach science in a New Jersey high school, another would enter a law office. There was no interest aroused until S—— said, "I am going to teach Latin in a Pennsylvania preparatory school." This drew forth the question, "Why are you going to teach Latin?" Nine interested serious faces turned toward the future Latin teacher, and there were nine disappointed smiles as he said, "I don't know why I should teach Latin, but there was a vacancy, and I got the job." But he was aroused. "Why are you going to teach history, and you physics, and you chemistry, and you biology?" He got the same answer from all: they could open up to their students a new world, a world they ought to know about in order to live in this world today.

The man of Latin no doubt put the case poorly for his subject. But why did these nine put theirs so well? They entered upon their work with the great conviction that the content of the subject was well worth while, without any such by-products as discipline or possible usefulness.

Chemistry, botany, history, physics keep their place unquestioned in our curricula, because of what they have to offer as chemistry, botany, history, or physics. Will French, German,

and Spanish keep their places because of what they have to offer as French, German or Spanish? Or will they go the way of Latin because Latin had no more to offer than Latin? I am of that opinion.

But there is a science that I believe men ought to know about a world they ought to have an interest in in order to live in this world,—and that is the science of language. That you can best study this science by learning some French or German may be true. If you have something scientific in mind, you may give meaning to irregular French verbs. For they do such things in chemistry and biology. I know I did some experiments at school with nitric acid, a fluid I have not seen since. And I studied diligently a big book by Sir George Mivart called “The Cat”—the subject was biology, and the course, I believe, “Mammalian Anatomy.” I counted the caudal vertebrae of a set of bones a neighbor of our professor found under a deserted hen-coop. At a tender, oh, so tender age, a “botany” was put into my hands and I learned that the pines and the hemlocks about my backwoods home village of Benezett were “Coniferae”. These facts had, got, or were made to have meaning for me. They became part of “a world:” they had scientific significance. But my language teachers gave me no visions of a new world. That my case was not exceptional is supported by such evidence as an article in *Harper's* for February, 1920, in which the thesis is maintained, That ignorance of what grammar is on the part of teachers and of the people is the cause of the hatred of grammar; or an article in the *Yale Review* of April 1918, in which the statement is made that “Information as to the essential principles of linguistic growth is not common property; and it is needed by the educated as much as by the uneducated.” Now the educated have all “had” language work at school; they have all “taken” Latin or French or German or Spanish. They failed however to get any *great conceptions* out of their one or two or three years of Latin or French which helped them to get acquainted with their world.

Great conceptions is my slogan. I believe there are enough great conceptions in the science of language, and that these have the same connection with our lives that chemistry and astronomy and history have, to justify the prescription of spending of some

of the time of our high school and college students in their study. Such a matter as whether the course be entitled Latin or French will then be entirely secondary. For the content will be language and not Latin alone, just as back there the content was biology and not merely the anatomy of the cat. As a speaker at the last Modern Language Teachers Convention in Chicago said "We must do something beside teaching the students to wobble in French. There are dozens of men who do that for a dollar an hour, war prices." I wish I could have done forever with the idea that I am drawing a good salary from the public funds for teaching the American youth to wobble in French or German! I want to be on an equality with the teachers of history and economics and astronomy and chemistry. I want to earn my money doing things that I feel no one can do without my preparation and my experience. I do not want to be thought of as working alongside of, that is, doing the same work, that the man does who teaches how to wobble in German, because he "had a stiff course under a native German." The pride of the teacher of physics is not that his students can install their own electric doorbells; nor of the teacher of chemistry that his pupils are not baffled by the home soldering jobs. The physicist deals with such conceptions as molecular motion and the conservation of energy; the chemist with the atomic theory, the law of multiple proportions, with oxides and salts and acids; the geologist with the sedimentary theory of the strata. The teacher of languages, then, can be the equal of these teachers only when he opens up a new world, when his chief concern is *The Origin of Language, Usage as a Law of Language, Grammar and the Grammarians, Derivation of Words, Principles of Linguistic Growth, etc.*

While occupied with these great ideas, a boy can at the same time learn German. But this little bit of German, mere memory work (nine-tenths, says Sweet) is nothing compared with the emancipation of the mind from the childish notions about language which are entertained even among the educated. To attain to such emancipation requires the same mentality on the part of the pupil as it does to grasp chemistry and physics. We once taught Latin and German in the grade schools; but not geology or chemistry. The mind at twelve has not the imagination to deal with great conceptions; it can learn the elements of German.

If we modern language teachers in high schools and colleges have nothing to offer which compares with botany or physics or chemistry, let us step down and out with our two year, three year, beginning, or advanced courses in German, French or Spanish.

I believe we have something to teach that has its place in worth alongside of the physical sciences and mathematics and history. I want my children to have the breadth, the understanding, and the appreciation that a course in modern language can give. But I do not want them, while in high school or college to take any modern language course and learn only a smattering of German or French or Spanish.

Purdue University

SHALL WE TEACH THE VELAR R IN FRENCH?

By CHARLES C. CLARKE

THE interesting article on *n mouillé*, by Jeanne H. Greenleaf, in the April number of *The Journal*, 1921, emboldens me to offer something about another point in the pronunciation of French, which I consider of extreme importance both in itself and in its bearing upon most of the sounds of the language.

Usually our instruction books content themselves with recommending that the French *r* be "rolled" or "trilled" or "vibrated" with the tip of the tongue against the hard substance immediately behind the upper front teeth. This is certainly in accord with what the Bourgeois Gentilhomme was told two centuries and a half ago, and is still exact as regards the *r* of a great majority of the French people who live outside of Paris and the important cities. But the inhabitants of these places, and a large and ever increasing number of educated French elsewhere, pronounce *r* quite differently. Their *r* is known by various names, and we shall select *velar* as best indicating it. They do not make it with the tip of the tongue at all, but by raising the back part of the tongue so that it comes into contact with the so-called soft palate, the vibration, if vibration there be, proceeding not from the tongue but from the elastic flesh above it, under the influence of the air current coming from the

larynx. Whether this *r* is always voiced or not is of no importance just here, nor are we concerned with its ease or difficulty for English speaking persons. My thesis is that our pupils should be taught it because it is the sound made by cultivated French people of to-day, and more especially because it is the *r* sound that has been evolved along with the whole present French "basis of articulation," and therefore is likely to favor the exact and natural reproduction of most other French sounds.¹

Perhaps there is no better way of upholding this assertion than by presenting such facts and surmises as explain the change from an "apical," i.e., tongue-tip, pronunciation of *r* to the "velar" one. From earliest times Paris and the Ile de France have been the center from which the civilization known as French has emanated, and with it the particular development of Latin now called the French language. Neglecting details, I shall merely notice certain modifications of Latin sounds which seem to be explained by a gradually changing tongue position. From the beginnings of French, the tendency has been to modify sounds by carrying the tongue forward in the mouth. So remotely as to be lost to historical record the French acquired the sound now represented by *u* (the [y] of the International Phonetic Association), a sound unknown to the Romans in their own speech. It is the Latin *u* formed with the tongue forward, and, if often ascribed to this or that "influence," is plainly the effect of a Gallic tendency to let the tongue take a forward position when the speaker intended to stress a "back" vowel or "mixed" vowel.² The other "rounded" vowels underwent, later, similar modification due to the same tendency, and gave rise to new sounds, which phoneticians will recognize in the symbols [ø] and [œ]. We find examples in *feu*, *cœur*, etc., represented by various makeshifts in spelling. Indeed we note the same peculiarity in the development in the vowels of the "front series" to a certain extent, stressed *a* being now *e* and certain *e*'s giving rise to *ei* or *ie*. Nor has the phenomenon disappeared in recent times, the actual and accepted sound of *o*, both open and

¹ For a good monograph on this consonant in French see S. F. Euren—*Etude sur R Français*, Upsala, 1896.

² In adducing this and the other examples, it does not seem necessary to do more than refer to the existence of a diphthong as a transition from the Latin vowel to the French one which has replaced it.

closed, being often [œ] (*bonne, folie, mauvais, Paul*, and the like). The tongue tendency is, and has been from the beginning, evident in the case of the vowels, most of the instances of contrary trend being, I think, due to proximity of disturbing consonants.

What is not so evident is the same tendency among consonants in French, but it exists. The contacts in forming *l, n, t, d*, are as far forward as possible, a fact established beyond question by palatograms and other experimental means.

This forward position has been favored in the Ile de France more than elsewhere, it would appear, and in the Parisian speech has reached its extreme limit. Having carried the point of the tongue as far forward as it could go, the Parisians, and the northern city dwellers generally, have adopted the expedient of pushing the point against the back of the lower front teeth in order to advance the body of the tongue even farther than nature would permit it to go otherwise. The effect of this is to make the utterance seem to proceed mostly from the teeth and lips, and the Parisians pride themselves upon the front production of their speech. In his recent treatise, *Le Langage Populaire*, Henri Bauche says (page 62): *Parmi les gens du peuple qui prétendent à l'élégance il est de mode actuellement de parler très vite du bout des lèvres . . .*," evidently referring to this peculiarity even in the lower classes.

As to the tongue position which requires pressure of the point against the back of the lower front teeth and a resulting general advance of the organ, Zund-Burguet (*Méthode Pratique Physiologique de Prononciation Française*) notes that it is the normal one in the utterance of [a, ɛ, e, i, œ, ø, y, s, z, R, k, g, ʧ, j, ɲ].³

This leaves a very small number of vowels and lingual consonants which admit another disposition of the tongue, and mechanically the nearly constant pressure of the tongue tip against the lower front teeth encourages the use of some other part of the member in those contacts (*n, t, d, l*) in which the use of the tip is normal. In the speech of many northern and Belgian French people, as well as that of many Parisians, these contacts are made on the hard

³ The recent results of this tongue position, which were noted in the case of *o*, should be pointed out also in *ill mouillé*, which, through it, is now [j], and in the tendency to pronounce *n* when followed by *i* as [ɲ], e.g., *panier* as [paɲe].

prepalatal or alveolar region by the *forward upper surface* of the tongue. The aural effect is not to be described, but it is apt to be indistinct to us as an articulation because unlike our own when forming these letters. The effort required forces the surface of the tongue upward and gives the whole utterance something that we call, most unscientifically, guttural. As an acquaintance once said to me of a certain French lady, "she talks as if her tongue were rolled up into a ball," which was not far from the truth. The position just described, I need not say, has its influence upon the sounds of *s* and *z*, making them less sibilant than *s* and *z* in English. The whole disposition of the mouth is dictated by this extreme tongue advancement, and it must be imitated by any foreigner who expects to speak like a normal cultivated Parisian. It is difficult, perhaps impossible, to adopt this method in forming most French sounds and not to include *r* among them. But what has this tongue position to do with "velar" *r*, or [R]?

All the evidence we have goes to prove that the Romans pronounced an "apical" *r*, and that long after their day, indeed in very recent times, *r* was "apical" in all France. The common substitution of *r* for *n* or *l* or *d* in certain words (*ordre* from *ordinem*, *Havre* from the word which we know as *haven*, *titre* from *titulum*, etc.), and the converse phenomenon (popular *collidor* from *corridor*) indicate that the *r* which lent itself to such transpositions must have been formed by a contact at the same point where *n*, *t*, *d*, *l*, were made. A "velar" *r* could never have given rise to any of these sounds.

To come now to the change from "apical to "velar" *r*, we must consider the common pronunciation in the seventeenth century of *z* instead of *r* in many words, a pronunciation which did not endure except in the case of *chaise*, which most students of French know replaced *chaire*, and the less familiar *bésicle* for *béricle*. *Pèze* was for a time used for *père*, *mèze* for *mère*; and a number of similar substitutions are mentioned in all treatises on French pronunciation. What is generally said about this change does not either explain its origin or account for its disappearance after a period whose limits are not surely determined. Some say that the peculiarity may be set down to Italian influence in the time of Marie de Medicis, and that it probably came from the imperfect speech of foreign courtiers and their example. No proof is offered that

Italians, who had in their own language a strongly vibratory "apical" *r*, had any reason for failing to produce a sound of the same character in French. It is also asserted that *pèze*, *mèze*, and the like were used by the *Précieuses*, and imitated by certain speakers for a short space of time. Molière, who represented the peculiarities of the clique in as comical a light as he could, did not note this pronunciation. His failure to do so does not seem to me to prove that its members did not use it. Rather it indicates that the substitution was so common in the Paris of his day that if the *Précieuses* made it there was nothing strange or laughable in the fact. The probability is, to my mind, much greater that the sound represented by *z* or *s* was popular in its origin, and that if it was heard at court or at the Hôtel de Rambouillet, it had penetrated those circles from below.

Many grammarians and literary men in France have called attention to the substitution referred to, in the sixteenth and early seventeenth century. Erasmus, Palsgrave, Tory, Henri Estienne, Cauchie, Bèze are quoted by Thurot⁴ in this connection; and Godart (1620)⁵ said that owing to the efforts of the grammarians, the fault of confusing *r* and *z* had been corrected in the educated classes, and remained only among the "*menu peuple*." Its continuance there would indicate that this pronunciation of *r* was a natural one and not an affectation. Much additional evidence on this point is afforded by Rosset,⁶ to whose work I refer all who are curious to read the text in Parisian patois of ten "*Conférences*" (1649-1660), i.e., pretended conversations, between peasants of the Ile de France. These "*Conférences*" are part of a considerable mass of satiric comment on Mazarin and the events of the Fronde, and offer an excellent opportunity for phonetic investigation. Charles Nisard⁷ had already called attention to this patois, but thought it largely an invention, or a combination of the various dialects brought to Paris by the lower classes from other districts. Rosset, however, makes clear that, burlesque as it was, it must have been faithful in its reproduction of something that it had heard and knew, else it would have lost its point and effect. The

⁴ Ch: Thurot—*De la Prononciation Française*. Paris, 1881.

⁵ Jean Godart—*La Langue Française*, Lyon, 1620.

⁶ *Origines de la Prononciation Moderne*. Paris, A. Colin, 1911.

⁷ *Etude sur le Langage Populaire*. Paris, 1872.

language used must have been truly the Parisian patois of its day, or at least must have contained the chief characteristics of that patois.

The only feature of this dialect upon which I wish to dwell is the large number of instances of *z* in place of *r*. Hardly a clause is without an example. Chapter III of Rosset's book begins: "*Un premier fait très caractéristique du patois des Conférences est la confusion de r et z.*" I shall give but a few of the many cases cited by him: *aimezait, muzaille, cézémonie, boize, istoize, peuz, pize, honneuz, militaize, dozmi, voize*, etc., all of which will, when *r* is restored, be easily recognized as common words. If the change of *r* to *z* in so many familiar words was a popular one in the region of Paris about the end of the sixteenth century, it must have been a natural change and not a piece of affectation. *Afféterie* is not characteristic of the common people.

As to the mechanics of this change, however different to the ear *r* and *z* may be, an "apical" *r*, attempted with the body of the tongue very far forward and the point inclined to seek the back of the lower front teeth, as Zund-Burguet tells us is the habitual position in so great a proportion of French sounds, becomes a fricative. The ear unaided by registering apparatus cannot distinguish the sound from that of *z*. No one is a good judge of the sounds produced by himself, and it seems likely that the first Parisians yielding to the tendency in tongue position far enough to apply it to *r* were not aware that they were not sounding an *r* at all. Children, in whom the faculty of imitation is powerful and quite unreasoning, must naturally have taken such words as *père, mère*, and *aimerait* into their vocabulary as *pèze, mèze*, and *aimezait*. The foreigners and provincials who settled in Paris would notice the imperfect *r*, and would reject or adopt it according to their personal attitude towards new surroundings. Their children, however, would have no choice, but would imitate, as did the offspring of born Parisians. As has been said, grammarians condemned this fricative as representing *r*, and persons who had unconsciously adopted the prevailing tongue position in speech might easily have been betrayed into the velar vibration favored by that position, in their efforts to avoid an error which had come to be a special mark of the *menu peuple*. But it appears to be more in accordance with the accepted facts of phonetics to suppose that the

velar vibration was due to the efforts of children, rather than grown persons, to pronounce *r* with a roll, while keeping the tongue in the position then usual in their environment.⁸

However, all this may have been, it is clear enough that *z* was the transitional sound between "apical" and "velar" *r*. Except in *chaise*, the sound has not survived, and those who do not make an *r* with the tongue-tip, like the Bourgeois Gentilhomme, make it in the general velar region.

A persevering endeavor by English speaking students of French to acquire this method of producing an *r*, or, as the International Phonetic Association's alphabet represents it, [R], will be helpful to them in getting the whole basis of articulation, and will render easy certain combinations of French sounds which otherwise are hardly possible of accomplishment. Most of us know the difficulty of uttering *croire*, *tinrent*, *grand*, *ourlet*, and *genre*, and the like, without letting something unmistakably foreign and extraneous creep in between an "apical" *r* and the preceding sound; whereas the "velar" contact in *c(k)* and *g*, and the lowering of the *velum* in the nasal vowels favor greatly the formation of the [R], and are favored by it.

In conclusion, it should be said that in French, as in many other languages, *r* becomes less vibratory as utterance advances in cultivation. "Velar" *r* in Paris is far from being "a rattling noise." A Parisian of refinement rarely allows two contacts of the back upper surface of the tongue with the *velum*. Often but one contact is made, and that so indistinctly that foreigners detect no *r*, or believe that some vowel, or an *h* or an *l*, has been heard. In many combinations *r* is voiceless, and foreigners maintain that *quatre* and *titre* and *arcade* are really pronounced as *qat'*, *tit'*, and *ahcade*. It follows from the physical disposition of the speech organs for the formation of [R] that careless articulation may actually result in a *k* with a slight fricative sound following it, or in something very like an English *h*. These modifications add to a foreigner's perplexity, and sometimes lead him to denounce [R] as wanting in elegance or sonority. Some French people who use this very

⁸ Paul Passy, says (*Etude sur les Changements Phonétiques*, Paris 1891, page 152) ". . . [R] est certainement plus facile à prononcer que [r]; aussi est on souvent disposé à l'y substituer . . ." a statement which tends to prove merely that [R] is *facile* for Passy and others who have the Parisian basis of articulation.

sound in all its shades hold the same opinion, and recommend the "apical" variety. Singers and actors in France are carefully taught the latter as being more suitable for projection of the voice. They do not, however, make use of it in their natural speech any more than they employ other artifices of utterance which the stage makes necessary. On the contrary, even when before the footlights they frequently yield to a natural tendency to form a "velar" *r*, and mix the two kinds in a manner which, as far as my observation goes, no Parisian in the audience would ever imitate.

If an objection is raised to teaching "velar" *r* on the plea that it is contrary to the habit of speakers of English, we can reply that the "apical" *r* of French is also difficult to compass and is seldom really produced by us. The Southern English and the Americans hardly ever utter a consonant *r*, and a prescription to "roll the *r* with the tip of the tongue" is rarely complied with except in imagination. The best attempts are apt to result in what has been called a "coronal" vowel, or in the *r* of the Scotch, the Irish, or the girl in the telephone "central." Let the learner adopt the tongue position so often described in this article, and he will soon begin to acquire [R]. As the French are taught to practice in their Conservatories an "apical" vibratory sound in connection with *d* and *t*, we may most profitably attack [R] in combination with *g* and *k*. It will be conquered soonest in such words as *grand*, *gros*, *croûte*, *crosse*, or after a rather high "back" vowel, as in *peur*, *leur*, etc., or indeed after any long vowel which calls for the tongue tip firmly against the back of the lower front teeth, like the finals of *pâlir*, and *amer*. Lists of such words can be made, and practice can be obtained by their repetition. When once the "velar" *r* can be uttered with voice and vibration the battle is won. The voiceless variety and other modifications of the sound will come without much effort, provided of course the pupil has plenty of opportunity to hear and imitate native pronunciation or a really close counterfeit of it. But nothing will avail much unless the true basis of articulation is first understood and consistently adopted by the learner.

Yale University

THE STATUS OF GERMAN INSTRUCTION IN THE SECONDARY SCHOOLS OF THE EASTERN STATES

By J. PRESTON HOSKINS

From the Report presented at Baltimore by the Chairman of a Committee appointed to work for the Resumption of German Instruction in our Secondary Schools

DURING the annual meeting of the Modern Language Association at Poughkeepsie in 1920 the professors and teachers of German in attendance held a special meeting on December 29th to discuss the status of German instruction in our schools and colleges. At this meeting a committee, consisting of E. W. Bagster-Collins (Columbia), C. W. Eastman (Amherst), C. H. Handschin (Miami), J. P. Hoskins (Princeton), D. B. Shumway (Pennsylvania) and M. C. Stewart (Union) was appointed for the purpose of ascertaining the present status of German instruction and of achieving the resumption of the same as rapidly as possible. Professor J. P. Hoskins of Princeton was made chairman and Professor C. H. Handschin, secretary of this committee which was further empowered to subdivide its work and to add additional members, to the number of nine or more, as the situation seemed to require.

As a state of war existed technically between the United States and Germany until last July, the Committee spent most of its time up to that date in making a survey of the situation in the states along the Atlantic seaboard. After July it continued the work of gathering information and began the work of circularizing school authorities in behalf of the reinstatement of the German language in school courses of study. As the result of its efforts along these lines the Committee offers this report of the status of German instruction in the territory usually included in the Eastern Section of the Modern Language Association.

The difficulty in obtaining an accurate survey of the situation in the different states composing this territory led the Committee to the organization of a sub-committee representing the different states whose business it should be to furnish the Chairman an accurate account of the situation in the leading cities of each state and to report on the attitude of the local public in regard to the teaching of the German language. On this committee

Professors C. W. Eastman of Amherst and F. W. C. Lieder of Harvard were appointed for the state of Massachusetts; Professor Carl F. Schreiber of Yale represented Connecticut; Professor A. K. Hardy of Dartmouth consented to serve for New Hampshire and Professor F. D. Carpenter (of the U. of V.) for Vermont; in New York State, Professor M. C. Stewart of Union College and Dr. J. B. E. Jonas of the De Witt Clinton High School undertook the work; for New Jersey the Chairman assumed responsibility and for Pennsylvania, Professor Raschen of Pittsburgh and Professor Shumway of Philadelphia have done most of the work. It would be invidious to single out any of these names for special mention but the Chairman wants to take this opportunity to thank these men, one and all, most heartily for the cordial cooperation they have given him in a somewhat difficult and delicate task. Without their assistance and advice it would have been impossible to have accomplished a tithe of what has been done.

In making our survey we confined ourselves in general to places with a population of 30,000 and upwards on the assumption that, if the teaching of German were resumed in these cities and towns, it would follow largely of itself in smaller places. Besides, with the time at our command it was impossible to carry out investigations further. Bearing the fact in mind that reliable official statistics are to be had only exceptionally the committee offers the following report as furnishing the most complete view it is able to produce at the present time.

We shall begin with the public high schools in our large cities and then proceed to the several states:

In the City of Boston the teaching of German was never put under the official ban and that language has been taught continuously in some of the high schools both during and since the war. According to a table of statistics compiled by Mr. Joel Hatheway, Chief Examiner of the School Committee, there were in 10 of the 15 high schools reported, a total of 1623 pupils enrolled in German classes in the year 1913-1914; this present year there is a total of 977 pupils enrolled in German in 7 of the high schools. Three of these schools have a larger enrollment in German than in 1913-1914, while in 4 the enrollment has decreased. On the whole the situation is a very encouraging one.

In New York City, as all are aware, German was put under the official ban shortly after we entered the war. As a result the enrollment sank from 23898, or 26.4% of the total registration, in 1916-1917 to 532, or .077%, in March 1920. In February 1921 German was officially restored to the course of study and classes were started in 9 of the 28 high schools with a total enrollment of 881. In September of this school-year classes in German were started in 2 additional high schools and the total enrollment is now 1586, a gain of almost 80% in six months.

In Buffalo, the teaching of German was never discontinued. In 1919-20, the latest figures I have been able to get on the subject, there was an enrollment of 562 in German compared with 425 in Spanish and 1635 in French, pointing to the fact that, outside of New York City itself, Spanish has not had such an abnormal growth throughout the state.

In Newark, N. J., as everywhere else in the state, German was put under the official ban and the enrollment sank to practically nothing. On the first of last September the ban was lifted and, when schools opened, classes in German were started in all four high schools with a total enrollment of 145. It is confidently expected that this number will be doubled before the end of the school year, as new classes can be started both in December and February.

In Philadelphia, German is still under the ban of the Board of Education. Your Chairman has had some correspondence with the City Superintendent and Professor Shumway has interviewed him personally several times. The question of restoring German was considered by the Board of Superintendents in November and there is every probability that German will be reinstated in time to start classes next September.

In Pittsburgh, German instruction was never officially prohibited but the study gradually died a natural death. Efforts to revive it last June were not successful. At present another attempt is being made with some prospects that German classes can be started in one or two of the high schools this February.

In Baltimore also the teaching of German was officially prohibited. But this fall President Goodnow of Johns Hopkins, who is also a member of the Board of Education, used his good offices and that body decided to start classes in German in February.

In Washington, German was reinstated, as an authorized subject, in the schools by act of Congress as early as May 1919. But classes in that language were not started in the high-schools until last September. Statistics in regard to the enrollment have not been forthcoming.

To summarize: of these eight cities of first importance here in the East the official ban on German still exists in only one: Philadelphia; and German classes are actually going on at the present time in all but three: Philadelphia, Baltimore and Pittsburgh.

Turning now to the several states under consideration we shall find much that is encouraging. Since schools opened in September a brief questionnaire was sent to the five leading cities in the state of Maine. This revealed the fact that German instruction was never discontinued in the largest city, Portland. From Bangor the city superintendent wrote that German is still being offered in the high school there and will continue to be offered in spite of the fact that there have been no takers for the last two years. In Lewiston, classes in German have been discontinued for lack of students. From Bath and Biddeford no replies have been received, but Maine seems to be another New England state in which no official ban was laid upon the teaching of German.

In New Hampshire the teaching of German was nowhere prohibited. As a matter of fact, German was never a very popular language in the schools of the state owing to the fact that there is such a large admixture of French Canadians in the population of the manufacturing towns. But the effect of the war on the German enrollment can be seen from the fact that the total enrollment of 753 in 40 schools in 1914-1915 dropped to 111 in 8 schools in 1920-1921, while Spanish rose from an enrollment of 69 in 8 schools to 335 in 15 schools during the same period. This year there is apparently some improvement in the German enrollment. Four high schools (Nashua, Manchester, Plymouth, and Dover) show a total enrollment of 85 with four other schools still to be heard from.

In Vermont the Appelmann incident seems to have left a very bad taste in the mouth of the rural communities and a strong prejudice against German still exists. That language is still being taught in one high school, that of St. Albans, and the school authorities stand ready to begin classes in Burlington just as soon

as enough pupils demand it. From other places no reports have been received.

On the whole Massachusetts makes the best showing at the present time. So far as the Committee has been able to ascertain the ban was laid upon German nowhere in the state. Outside of Boston, German is now being taught in three schools in Worcester and in two in Springfield. In addition to this, German classes are going on in the high-schools of Amherst, Brockton, Fall River, Gloucester, Greenfield, Haverhill, Holyoke, Lawrence, Lowell, Lynn, Malden, Salem and Somerville. In New Bedford a class in German is to be started in February and in only one town, Pittsfield, has German been discontinued for the lack of pupils. Judging from the statistics received from some places, the enrollment is only about one-fourth or one-fifth of what it was in 1913-1914. But the encouraging sign is that German classes are going on in so many places with no official obstacles to be overcome, and Massachusetts bids fair to be the first state to return to a state of 'normalcy,' if there is such a word, so far as the teaching of German is concerned.

From Rhode Island we know only that German was reinstated in the schools of Providence in February 1921. To date no statistics in regard to enrollment have come to hand.

The situation in Connecticut compares very favorably with that in Massachusetts. In only three places reported: Derby, New London and South Norwalk, is the study of German put under the official ban. These three places have been duly circularized by the Committee without, as yet, drawing a reply. But the high school of New Haven shows a German enrollment of 250 and that of Hartford 150. In addition to these two places German classes are to be found in the high schools of Bridgeport, Middletown, New Britain, Stamford and Waterbury.

New York State presents a much more variegated appearance. We have already spoken of the situation in New York City and Buffalo. Besides the last named place, the teaching of German was never discontinued in Binghamton and Rochester where last year there was an enrollment of 112 in two high schools. In addition to these places, German is now being taught in two schools in Albany and in the high school of Schenectady. Only a few days ago I was informed that there was a beginners' class of 25 in the

high school of Newburgh and late in November the ban on German was raised by the School Board of Syracuse. This I take to mean that classes in German will be begun in February in this last named city. But to offset this record there are a number of important centers in the state like Auburn, Elmira, Oswego, Poughkeepsie, Watertown and Yonkers, where no ban has ever been put upon German, but where there are no classes in that language for the lack of a demand on the part of pupils. Besides this, German has been put under the official ban in a number of places, like Amsterdam, Canajoharie, Glen Falls, Gloversville, Plattsburg, Niagara Falls and Utica. The efforts of the Committee to circularize Amsterdam, Niagara Falls and Utica have, as yet, met with no response.

In New Jersey, the teaching of German was forbidden in every place of importance by action of the local school-boards, except in the city of Plainfield where classes in German were discontinued for lack of pupils and have not yet been revived. A soon as the United States Senate declared last July a state of peace to exist between the United States and Germany, your Chairman sent circular letters to school-superintendents in some thirteen of the chief towns and cities of the state. When the schools opened in September the official ban had been lifted in only three places: Newark, the little town of Irvington where there is a beginners' class of 25 in German this year, and Princeton where the ban was lifted last May, but where no classes have yet been started for the lack of a sufficient number of pupils to warrant it. In November a second circular letter was sent to those towns from which no answer had been received. This appeal brought a partial response. From Jersey City, Elizabeth and Camden, word was received that the question of the reinstatement of German was to be considered in the near future. The superintendent in Paterson writes that he does not yet consider the time ripe for a discussion of the question. A personal interview with the City Superintendent and President of the Board of Education in Trenton revealed the fact that political complications will prevent the German language question from being taken up before the Board of Education is reorganized in February. From other places—Atlantic City, Bayonne, Hoboken, New Brunswick, Orange, East Orange, Passaic and Perth Amboy—no replies have

been received either to our first or to our second appeal. So there is little prospect at present that German instruction will be restored in any more places before the beginning of the next school year in September.

As a state in which the teaching of German was almost entirely eliminated and which is only just beginning to reinstate that language, New Jersey furnishes a fine field in which to study the injurious effects of the war on foreign language study in general. For a brief discussion of this phase of the situation, the reader may consult the writer's report on *The Status of the Foreign Languages in the High-Schools of New Jersey* published in the February (1922) number of the *Modern Language Journal*.

Compared with New Jersey, the situation in Pennsylvania is somewhat more encouraging. We have already given some account of the situation in Philadelphia and Pittsburgh. After a state of peace had been declared by the United States Senate, Professor Raschen of Pittsburgh sent out our first circular letter to the city-superintendents in eleven different places. This letter revealed the fact that German classes had never been discontinued in Allentown, Lancaster, Scranton and, thanks to the efforts of President Drinker of Lehigh University, in South Bethlehem. German had further been restored to the course of study in Altoona in September 1920 and in Wilkes-Barre in August 1921.

During the month of November a second circular letter was sent by Professor Shumway to the remaining seven places. Three answers were received. From Reading the Assistant-Superintendent writes that the question of reinstating German will be taken up at the next meeting of the Teachers' Committee. Chester and Harrisburg report that the time is not yet ripe for a discussion of the question in those localities. From Bethlehem, Erie, Johnstown and York no answer of any kind was received. The same holds true of your Chairman's two efforts to reach the city-superintendents in Wilmington, Delaware.

To sum up the situation: the problem in New England and in New York is chiefly one of leading the people to take a more favorable attitude toward the study of German. Sober second thought and a calm consideration of the situation from the objective point of view will go far toward restoring German to its pre-war status, for only in a comparatively small number of places is

there any official obstacle in the way of resuming instruction in German. In New Jersey and in Pennsylvania, in addition to overcoming the feeling against the German language which still exists, the official ban on the teaching of that language will have to be lifted in a large number of places before the resumption of the study can be attained.

This survey would not be complete without a brief reference to the status of German in the colleges and private preparatory schools. Let it be frankly stated at the outset that the Committee has made no attempt to canvass these institutions in any systematic fashion, chiefly for the reason that it has heard of no single institution of this kind in the East where the teaching of German has been discontinued or where any official action has been taken which could be interpreted as inimical to German. As a matter of fact these institutions seem to have done all in their power to conserve German from the realization that the language was indispensable in all scholarly lines of work. Besides this, statistics bearing on this phase of the situation have already appeared in print.

Of course the German enrollment in the colleges was very seriously affected by the war, particularly in graduate courses and in courses in the upper years. The effect on the women's colleges was particularly severe. But it may be taken as a healthy sign of reaction that the Faculty of Bryn Mawr College has this fall, by an almost unanimous vote, made a knowledge of the German language a requirement for graduation. This action is bound to have its effect on the girls' preparatory schools.

Most of the men's colleges of which I have any knowledge have had enough students to keep all their regular undergraduate courses going, and will recoup their losses as fast as the number of candidates entering with German returns to something like normal. Harvard has steadily refused to accept any other language than German and French as requirements for graduation. As a result, about 700 students are taking elementary German in that institution this year, and the total German enrollment is 1060, compared with 1101 in the year 1914. At Yale, the German enrollment has sunk to about 150, and at Princeton to 200, or to less than 40% of what it would be under normal condi-

tions. But as these two institutions get about 80% of their students from private preparatory schools, and as German classes are rapidly increasing in size there, we may look for a very marked improvement next year.

One of the most noteworthy effects of the elimination of German in the secondary schools has been the remarkable increase in the size of elementary classes in our colleges and universities, a sign showing that the demand for German has not died out but, under present conditions, has to be met in a different way. We have already mentioned Harvard. Similar large increases in elementary courses have been reported during the last two years from Columbia and from the University of Pennsylvania, and from Wesleyan we hear this year that the unprecedented enrollment in German I has necessitated the formation of a fourth section.

On the whole then, I think we may say, that the movement 'back to German' has made a fair start so far as the East is concerned. I look to see the official ban on German raised before the beginning of the next school year in most places, but it will probably be two or three years more before the enrollment in German classes everywhere will return to figures comparable with those of the years immediately preceding the war.

Princeton, N. J.

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Books

Briggs, J. H.: The Junior High School. Houghton Mifflin, Boston, 1920. pp. 314-319 present tables showing that very few from large beginning classes in Los Angeles schools continue language study throughout the course. Author favors preventing such a condition by some predetermination system.

Grandgent, C. H.: Old and New. Sundry Papers. Cambridge, Harvard University Press, 1920. Chapter V, *Is Modern Language Teaching a Failure?* pp. 65-91, is a reprint of an address delivered in Ann Arbor, March 28th, 1907, and published in the "School Review."

Klapper, P.: College Teaching. Studies in Methods of Teaching in the College. Edited by Paul Klapper. World Book Co., Yonkers-on-Hudson, 1920. 583 pp. The teaching of German, by Eduard Prokosch, pp. 440-457. This article, by an ex-

perienced and personally very brilliant teacher, crowds into small space an extraordinary amount of suggestive material, thoughtful and authoritative. No teacher can afford to miss it. Chapter XXI, by W. A. Nitze, *The Teaching of Romance Languages*, describes recent developments; suggests more work in advanced linguistics; explains importance of Italian, Spanish, and especially French, as instruments of humanism.

Koos, L. V.: *The Junior High School*. New York, Harcourt, Brace and Howe, 1920. pp. 133-135 treat French, Spanish, and Latin. Author discusses general tendency toward decline in foreign language study, but says there will perhaps always be students; recommends beginning of foreign language in seventh grade for best results.

Wilkins, E. H.: *First Italian Book*. The University of Chicago Press, 1920. Preface, pp. V-IX, describes a new method: "In the teaching of a modern foreign language to students who have passed the age of childhood the first several weeks should be devoted exclusively and intensively to enabling them to acquire a good understanding of that language as written and spoken, . . . the study of the grammar as such, and the endeavor to train students to speak and write the language, should be postponed until a good understanding of the language as written and spoken has been attained."

Notes and News

ANNUAL MEETING OF THE M. L. T.

The regular annual meeting of the Association of Modern Language Teachers of the Central West and South will take place at the Auditorium Hotel in Chicago on May 12 and 13, following the annual Spring Conference of the University of Chicago with its co-operating secondary schools, which will take place on May 11 and 12.

Members of the M. L. T. are invited to attend the departmental conferences on the afternoon of May 12 at the University of Chicago.

Vice-President Charles E. Young of the State University of Iowa will preside at the first session of the M. L. T. Friday evening, in the absence in Europe of President Hohlfeld. Members will meet at a dinner, which will be followed by a social hour and by a business session of various committees.

Programs will be sent to all members by the Secretary, C. H. Handschin, Miami University, Oxford, Ohio.

EASTERN PENNSYLVANIA

Under the auspices of St. Joseph's College, in Philadelphia, there were given during the month of February three evening lectures or readings, entitled "Studies in the *Divina Commedia*." These were accompanied with an appropriate musical setting and were intended as a sequel to the elaborate Dante celebration held by St. Joseph's College in the Academy of Music on December 8.

Professor P. F. Giroud, Philadelphia's most eminent Frenchman, to whose industry, scholarly tastes, and courtesy the great success of the Philadelphia branch of the Alliance Française is largely due, is giving on Thursdays during March and April a series of five *causeries* in French, all upon Molière.

Professor B. W. Griffith, head of the Romance Language department of Bucknell University, has been granted a leave of absence for the year 1922-23. He will probably spend the year in France.

Answers to a questionnaire sent to the high schools of Philadelphia a few weeks ago, reveal the following facts: German and Italian are not taught at present in any of the city's high schools, and Greek is taught only where classes of sufficient numbers can be formed. The number of foreign language pupils in the different schools were, on the dates given, substantially as follows:

		French	Greek	Latin	Spanish
Phila. H. S. for Girls.....	Dec. 1, 1921	839	129	692	391
William Penn H. S. for Girls.....	Dec. 1, 1920	497		162	315
	Dec. 1, 1921	562		248	477
West Phila. H. S. for Girls.....	Dec. 1, 1920	1037		540	219
	Dec. 1, 1921	1297		586	597
South Phila. H. S. for Girls.....	Dec. 1, 1921	374		220	269
Kensington H. S. for Girls.....	Dec. 1, 1920	246		134	167
	Dec. 1, 1921	248		130	250
Central H. S.....	Dec. 1, 1921	1036	120	1300	346
Northeast H. S.....	Nov., 1920	813	14	386	786
	Nov., 1921	695	12	508	1091
West Phila. H. S. for Boys.....	Dec. 1, 1921	535	64	637	558
South Phila. H. S. for Boys.....	Dec. 1, 1920	720		583	399
	Dec. 1, 1921	865		750	419
Frankford H. S. (Girls and Boys)	Dec. 1, 1920	462		290	241
	Dec. 1, 1921	475		410	428
Germantown H. S. (Girls and Boys).....	Dec. 1, 1921	1502		887	831
Holmes Jr. H. S.....	Dec. 1, 1921	220		118	250

As complete statistics could not be obtained, the table given above is valuable mainly in showing what foreign languages are being pursued in one of our great eastern cities, and comparative

numbers taking these different languages. But we can see that, altho German is no longer taught in these schools, foreign language study is holding its own, Spanish and Latin making the greatest strides forward in point of numbers. In one of the schools at least—the West Phila. H. S. for Girls—the number of pupils studying Spanish had increased within a year more than 170 per cent. And this school has but five terms of Spanish as compared with eight of French. In another, the Kensington H. S. for Girls, the number of Spanish pupils had increased about 50 per cent. Such increases are too huge to be explained by any increase in the total enrollment of students, especially as French does not exhibit any such phenomena, in the latter of these two schools barely holding its own. Both of these are girls' schools. In the Northeast H. S. (for boys), where the total enrollment in November, 1920, was 1739, and in November, 1921, 2005 (other statistics place the average for the last term of 1920-21 at 2400), Spanish and Latin also seem to have leaped forward very much at the expense of French (other statistics would prove that during the last term of 1920-21 there was a total of 832 in French and 1026 in Spanish). In the Frankford H. S., where the number of French students has remained about the same, not only has the Spanish nearly doubled, but Latin too has advanced substantially. In the South Phila. H. S. for boys and in the William Penn H. S. for girls it is Latin which had advanced the most.

In the Germantown H. S. the enrollment in 1920-21 was 1907 girls, 996 boys, a total of 2903. Of these, 1103 girls and 439 boys, or 1542 pupils, took French; 495 girls and 260 boys, or 755 pupils took Spanish. In the South Phila. H. S. for Girls, which had in February, 1921, about 1300 pupils, 390 were taking French and 199 Spanish; in February, 1920, with a slightly larger enrollment, 465 were taking French, 105 Spanish.

The enrollment in the Philadelphia H. S. for Girls the last term of 1920-21 was 1305, and at that time 51 per cent of this number were studying French, 18 per cent Spanish. No students had at the end of 1920-21 elected a fourth year of Spanish, altho this was offered, just as was a fourth year of French. The proportion of Latin pupils at the above date has not been obtained. But the first term of 1921-22 it was probably about 36%. The Philadelphia H. S. for Girls is academic and offers the Commercial Course for the first year only, at the end of which time commercial students are transferred to the William Penn H. S., which accounts probably for the fact that in 1920-21 the percentage of students at the William Penn was in Spanish 19.8, but in French only 24 and in Latin 8.3. And Spanish was offered for 3½ years, French and Latin for 4 years each. (But see above, and also the Table, which indicates an increase of 53+ per cent this year in Latin, as compared with 51.4 per cent in Spanish.)

The Holmes Jr. H. S. had in 1920-21 about 1550 pupils, from which number approximate percentages may be deduced.

Statistics received from Pennsylvania colleges and universities regarding the number of students enrolled in the foreign languages on December 1, 1921, are as follows:¹

	<i>French</i>	<i>German</i> (<i>Elementary,</i> <i>included</i>)	<i>Greek</i>	<i>Italian</i>	<i>Latin</i>	<i>Spanish</i>
Albright College,	36	12	29		81	54
Myerstown.....		6				
Allegheny College,	428		24	26	50	117
Meadville.....						
Bryn Mawr College,	91	20	39	40	98	45
		10				
Bucknell U.,	285	38	70	20*	50	240
Lewisburg.....						
Dickinson College,	263	189	55	10	113	35
Carlisle.....		84				
Franklin and Marshall College,	172	71	42		76	101
Lancaster.....		36				
Haverford College,.....	125	78	9		78	16
		33				
Lafayette College,	169	117	34	26	69	212
Easton.....		48				
Lebanon Valley College,	171	51	40		35	36
Annville.....		19				
Muhlenberg College,†	74	75	67		53	53
Allentown.....		36				
Pennsylvania College,	182	184	63		91	125
Gettysburg.....		73				
Pennsylvania State College,	152	29	11		12	188
State College.....		7				
Susquehanna U.,	47	24	31		45	47
Selinsgrove.....		16				
Swarthmore College,	264	73	37		41	86
Swarthmore.....		28				
Ursinus College,	119	22	32		55	50
Collegeville.....		6				
Washington & Jefferson College,	294	34	35	11	70	117
Washington.....		16				
Wilson College,	282	0	10	3	145	70
Chambersburg.....		0				
University of Pennsylvania,	1816	706	69	68	363	1077
Philadelphia.....		38				
Villanova College,	107	16	47		122	59
Villanova.....		0				

*2nd semester; not given 1st.

†In Extension Courses Muhlenberg has 42 in French, 12+34 in German, 8 in Greek, 10 in Latin, 55 in Spanish.

¹In the German column, the first number in each case is supposed to include the second.

ISABELLE BRONK

INTERNATIONAL STUDENT'S TOURS

The JOURNAL is in receipt of a pamphlet giving information about the International Students' Tours under the auspices of the Institute of International Education. There will be four of these tours, one to Great Britain, one to France, one to Italy, and one to Scandinavian countries, under the special auspices respectively of the English-speaking Union, the Fédération de l'Alliance Française, the Italy America Society, and the American Scandinavian Foundation. It is announced that all four of the groups will sail from New York on July first on the Cunard liner *Saxonia*, and that the price of each of the tours is \$675.00. The parties are due to return to New York on September first.

These tours have been organized, according to the announcement, on a non-commercial basis, for the benefit of college students and instructors particularly. Further details may be had by addressing the Director, Mr. Irwin Smith, 30 East 42nd Street, New York City.

THE NEW YORK ASSOCIATION OF HIGH SCHOOL TEACHERS IN
GERMAN

The first meeting of this Association for three years took place on February sixth at the Washington Irving High School in New York City, with J. B. E. Jonas, Julia Richman High School, presiding. There were one hundred twenty-five members present and the meeting was an exceedingly successful one. Professor Robert Herndon Fife spoke on "Reconstruction and Reorganization."

The enrollment figures for German in New York City schools are said to be about double those of last term.

NOTES FROM MISSOURI

At the meeting of the State Teachers' Association in St. Louis, in the fall, the subject of improving Modern Language teaching in the public schools of the state was discussed. That the qualifications required for teachers along this line should be raised, there seems little doubt. Prof. de la Roche, of the Soldan High School, St. Louis, chairman of the Modern Language section, appointed a committee, of which Professor Sanders, of Park College, was made Chairman, for the purpose of devising plans by which closer coordination between Modern Language teachers might be effected and the work of Modern Language teaching improved in the state. This committee, tho' no definite action has yet been taken, are planning a meeting in Kansas City very soon, and will have something of interest to report.

About one-third of the student body are enrolled in the Modern Language Dept. of Tarkio College with about an equal number of

men and women students. Just at present they are in the midst of quite elaborate preparations for a Molière ovation to take place soon.

Hardin College has recently raised its two years course in French to one which shall cover Freshman, Sophomore, and Junior years of Senior College. The interest in both French and Spanish seems to be growing, and the practical side of the study of these languages is being stressed and developed.

Much interest has been manifested in Le Cercle Français of Lindenwood College which has recently become a definite and a permanent organization by the adoption of a constitution and by-laws. It has also become affiliated with the Fédération de l'Alliance Française of U. S. and Canada and is looking forward to a visit of one of the Conférenciers very soon. At a recent regular meeting the club had as its guest Mrs. Guy Study, Secretary of the Alliance Française of St. Louis, a native of France and graduate of the Sorbonne, who addressed the members in French on "French Literature as the best means of understanding the real French Spirit." At the close of the address Mrs. Study read in a charming manner some representative poems of Hugo, Musset, and Paul Verlaine. The Lindenwood Club has a membership of over one hundred students.

According to reports from Maryville and Cape Girardeau, excellent work is being accomplished along the line of Modern Languages in the State Teachers' Colleges. Naturally the greatest demand is for French and Spanish, with comparatively little or no demand for German. French and Spanish clubs have been organized and are being maintained with interest. The preponderance of enrollment in these schools seems to be in French rather than Spanish, perhaps because students pursue this language more for the purpose of teaching, while Spanish is pursued rather for commercial purposes.

OKLAHOMA

The modern language teachers of Oklahoma are organized for the purpose of improving the standards of their profession in the state and to profit by the interchange of ideas. The organization meets regularly twice a year,—once in Oklahoma City at the time of the Oklahoma Educational Association meeting, and again in connection with a conference of High School teachers at the University of Oklahoma, at Norman.

At a meeting in Oklahoma City on February 10th, Guy C. Chambers, Head of the Modern Language Department of the Okmulgee High School, was elected president to succeed Kenneth C. Kaufman, Head of the Language Department of the Central High School of Oklahoma City; and Gladys Baroes, Instructor in Spanish, University of Oklahoma, secretary, to succeed Mary

Lockwood, Instructor in French, Oklahoma Agricultural and Mechanical College, Stillwater.

After a luncheon an interesting program was given. Besides the addresses, two important committees reported. The first has drafted a course of study designed to meet the needs of instructors in Spanish and French in the High Schools of Oklahoma. The second committee reported the result of their investigations and activities to promote state-wide cooperation in language teaching. As this work seems very important, the committee was continued for another year. One of the aims of this activity is to improve the status of Spanish in the small high schools of the state.

Tulsa (Okla.) High School has an enrollment of 375 in Spanish this semester with a faculty of five teachers, Misses Rowena Gallaway, Emma Lee McAfee, Frances Benze, Ruth Gifford and Elma Burghart.

HONORS FOR AMERICAN HISPANISTS

On the recommendation of the *Centro de Estudios Historicos* the title of Comendador de la Real Orden de Isabel la Católica has been conferred by the Spanish government on E. C. Hills of Indiana University, George T. Northup of the University of Chicago, and Carroll C. Marden of Princeton University for distinguished contributions to Spanish studies. All friends of Romance studies in the United States will be gratified at this recognition of the serious and scholarly work of these distinguished Hispanists. It is another reminder of the excellent quality and standards of the work in Spanish in this country, and is, in a way, a guarantee that this work will be carried on with the same fine ideals whatever may be the varying tastes of the general public as indicated by the election of modern languages in school and in college. The scholarly public has long been aware of this, but such an items of news may serve to remind others that Spanish studies have for a long time been on a solid basis in the United States, for the newly decorated gentlemen did not begin their careers as Hispanists yesterday.

MODERN LANGUAGE REGISTRATION IN NEW YORK STATE

FRENCH
(by years)

	Fall 1920-21				Fall 1921-22			
	1	2	3	4	1	2	3	4
Albany High School.....	260	150	68		232	152	86	
Auburn Academic High School.....	93	40	40		77	55	33	
Batavia High School.....	50	35	17		38	44	25	
Binghamton High School.....					136	78	60	

MODERN LANGUAGE REGISTRATION IN NEW YORK STATE

FRENCH—Continued

(by years)

	Fall 1920-21				Fall 1921-22			
	1	2	3	4	1	2	3	4
Buffalo.....	634	577	77		949	700	142	9
Hutchinson-Central.....	not	available			304	211	46	4
Lafayette.....	289	237	40		257	186	61	2
Masten Park.....	206	160	13		225	175	20	3
South Park.....	40	41	15		49	44	(second term figures)	
Technical.....	99	139	9		114	84	15	
Cortland High School.....	68	50	15		37	63	12	
Fredonia High School.....	44	24	8		57	21	4	
Howell High School.....	not	available			50	45	7	
Johnson City High School.....	31	30	3		35	25	7	
Kingston High School.....	78	79	23	2	62	51	13	3
Lyons High School.....	8	19	4		17	12		
New York City High Schools.....	9467	6462	2859	298	10375	7427	2996	369
Oswego High School.....	86	61	20		98	49	25	
Plattsburg High School.....	50	49	18		69	38	29	
Potsdam High School.....	35	25	8†		28	27	5	
Poughkeepsie High School.....	147	117	63		148	125	73	
Syracuse High School.....	765	435	140†		834	465	121	
Syracuse University.....	not	available			204	205	*	
Troy High School.....	164	118	36		186	112	63	
Utica High School.....	179	152	43‡		204	125	42	
Watertown High School.....	381	118	46		286	172	33	
Rochester.....	678	452	123		629	554	146	
East High School.....	386	254	71		329	303	96	
West High School.....	292	198	52		300	251	50	

REGISTRATION IN GERMAN

	Fall 1920-21				Fall 1921-22			
	1	2	3	4	1	2	3	4
Albany High School.....	25	18	6		29	20	15	
Binghamton High School.....					30			
Buffalo.....	157	134	104	8	310	193	111	12
Hutchinson-Central.....	not	available			30	34	29	
Lafayette High School.....	30†	25	40		34	43	22	
Masten Park High School.....	96	75	45	8	155	100	40	12
South Park High School.....	7	7	9		5	5		
Technical High School.....	24	27	10		86	11	20	
New York City.....			24	36	1556	30		
Poughkeepsie High School.....		10					4	
Syracuse High Schools.....			9		26			
Syracuse University.....	58	110	74	42	239	102	86	56
Rochester.....		18	41		89		15	
East High School.....		18	27		72		15	
West High School.....			14		17			

* Adv. classes not classified by years.

† Approximate.

‡ Spring term.

MODERN LANGUAGE REGISTRATION IN NEW YORK STATE
REGISTRATION IN SPANISH
(by years)

	Fall 1920-21				Fall 1921-22			
	1	2	3	4	1	2	3	4
Albany High School.....	125	25	15		109	76	12	
Auburn Academic High School.....	110	42	5		126	48	10	
Batavia High School.....	35	16			31	32	8	
Binghamton High School.....	not available				79	46	11	
Buffalo.....	287	104	5	5	518	166	48	
Hutchinson-Central.....	not available				70	44	12	
Lafayette High School.....	138	60			305	65	30	
Masten Park High School.....	77	20			48	22	6	
South Park High School.....	17	14	5	5	22	20		
Technical High School.....	55	10			73	15		
Cortland High School.....	9				21	6		
Fredonia High School.....	not given				20			
Howell High School.....	not available				21	29		
Ithaca High School.....	45	12			47	22		
Kingston High School.....	32	45			44	42	4	
New York City.....	17151	7763	3058	367	17244	10361	3470	342
Oswego High School.....					43	19		
Poughkeepsie High School.....	88	32	4		108	58	13	
Syracuse High School.....	37	12			70			
Syracuse University.....					459	230		
Troy High School.....	36	15	7		32	20	10	
Utica High School.....	118	37			109	60	9	
Rochester.....	132	74	6		217	81	17	
East High School.....	90	36			126	47	17	
West High School.....	42	38	6		91	34		

FOREIGN CORRESPONDENCE

Professor A. Roehm, Head of the Bureau of French-American Correspondence at Nashville, Tennessee, reports that the work of his organization is very much handicapped by the fact that there are so few American boys who wish to have French correspondents and that he has at present some ten thousand French boys desirous of entering into correspondence with Americans. There seems to be disapproval in France of arranging for correspondence between French boys and American girls, which accounts for the surplus indicated above. On the other hand there are a great many American girls eager to find French correspondents, who cannot be taken care of because there are not enough French girls wishing to have American correspondents.

This situation shows up very strikingly the large excess of girls over boys in French classes in American institutions. It is a notorious fact that in our colleges there are almost no men in French classes after the first two years, and while the disproportion is not quite as great in the high schools it is still very considerable. The editor was once asked by a friend, an energetic proprietor of a country saw-mill,—when told what the editor's profession was—“And so you are teaching French. Do *men* study French?”

From the experience of the Correspondence Bureau, they evidently do not.

The Bureau has furnished, up to the present time, some fifty thousand foreign French correspondents to American students of French, about four thousand of whom are in communication with students in Illinois.

The Bureau's efforts to find Spanish speaking boys and girls who will correspond with American students have not met with so much success. Up to the present time only about four thousand correspondents in Central and South America have been put into communication with American students, despite very vigorous efforts on the part of the Director.

It would seem from these facts that American teachers should try to find some way of inducing more boys to study French.

PENNSYLVANIA

The Bulletin of the Pennsylvania State M. L. A. (Vol. II, No. 1) reports the annual meeting of the association which was held at the Altoona High School on December the twenty-eighth, with the President, Dr. J. P. W. Crawford of the University of Pennsylvania, presiding.

According to the Secretary's report, the association has increased its membership from sixty-seven to one hundred sixty-seven. Papers were presented by Dr. R. Hoechst, Schenley High School, Pittsburgh: "The Value of Measurement Tests"; Marion Armstrong, Latimer Junior High School: "Adaptation of the Modern Language Course to the Junior High School"; G. H. Malécot, Washington and Jefferson College: "Nos notions phonétiques, reposit-t-elles sur une base scientifique?"; Irving L. Foster, Pennsylvania State College: "The Basis for the Selection of a First Reading Test."

The following officers were chosen for 1922: President, Irvin L. Foster, Pennsylvania State College; Vice-President, G. L. Riemer, State Department of Education, Harrisburg; Secretary and Treasurer, Whitford H. Shelton, University of Pittsburgh; Librarian, Marion Armstrong, Latimer Junior High School; Members of the Council, Ellis S. Schnabel, Northeast High School, Philadelphia, J. P. W. Crawford, University of Pennsylvania, and G. H. Malécot, Washington and Jefferson College.

SCHOOL ENROLLMENTS IN MODERN LANGUAGES

School	French		Spanish		German	
	1920-21	1921-22	1920-21	1921-22	1920-21	1921-22
Allegheny High School, Pgh...	336	317	195	271		
Schenley High School, Pgh...		410		121		63
Westinghouse High School, Pgh.....	210	217				
Ford City, Pa. High School....			40	55		

SCHOOL ENROLLMENTS IN MODERN LANGUAGES—*Continued*

School	French		Spanish		German	
	1920-21	1921-22	1920-21	1921-22	1920-21	1921-22
Wilkesburg, Pa., High School	303	310				
Latimer Junior High School, Pgh.....	105	146				
Pennsylvania College for Wo- men.....	103	120	37	31		13
University of Pittsburgh.....	594	613	274	306		190

IDAHO ENROLLMENT REVISED

Additional reports from the high schools and colleges of the state give the following figures:

	1920	1921
French.....	1219	1203
Spanish.....	1068	1535

Professor Frank Coe Barnes of Union College has been chosen as the representative of the New York State Association on the Executive Committee of the National Federation, to succeed Professor A. Busse of Hunter College, New York City.

Professor Busse has been intimately associated with the Federation since its formation. He was one of the eastern delegates present at the Cleveland meeting, at which plans were drawn that made the Federation possible; he was the first Business Manager of the *Journal*, has continued in active cooperation as the eastern representative of the present Business Manager, and has taken a prominent part in the counsels of the Executive Committee. Friends of the *JOURNAL* will count on his continued interest and aid, despite his retirement from membership in the Executive Council.

WISCONSIN UNIVERSITY

The modern foreign language enrollments at the University of Wisconsin are as follows:

Enrollment in Letters and Science.....	1920	1921
Total Teachers and Students.....	4712	4991
Total French.....	2380	2557
Beginning French.....	529	486
Total German.....	478	610
Beginning German.....	109	180
Total Italian.....	34	68
Beginning Italian.....	28	48
Total Spanish.....	1563	1691
Beginning Spanish.....	681	671

In both French and Spanish the entrance of pupils with high school credits is beginning to be felt: the number of beginners in the university has decreased, but the total enrollment has increased. The increase in French and Spanish combined is greater than the increase in the college of Letters and Science.

We are in receipt of an announcement of courses at French universities for American students and teachers, including tours in France organized by the *Comité des Voyages d'Études en France*, 281 Fifth Ave., New York City. The general scheme is based on an invitation from eight French universities to American students and teachers to study six weeks at one of these French universities. The remaining two weeks of the voyage will be spent in visits to points of interest. The universities in question are: Université de Besançon, Université de Dijon, Université de Grenoble, Université de Nancy, Université de Paris, Université de Strasbourg, Université de Toulouse, Université de Tours. The ocean trip will cost \$255.00; other expenses will be decided in each individual case. This undertaking has the approval of the *Office National des Universités et Écoles Françaises*, 1834 Broadway, New York; of the Institute of International Education, 419 West 117th Street, New York; and of the American University Union, the Secretary of which is Dr. John W. Cunliffe of Columbia University, New York City. Persons who expect to take advantage of this opportunity are required to pay \$75.00 down and \$180.00 by June first. Further information may be obtained from the *Comité des Voyages d'Études en France* at the address given above.

PUBLIC SCHOOLS OF BOSTON, MASSACHUSETTS

1921-1922						
	I	II	III	IV	V	Total
French.....	3323	2863	1848	506	25	8565
Spanish.....	1960	1362	472	209		4003
German.....	553	331	74	11		969
Italian.....						0
TOTAL.....	5836	4556	2394	726	25	13537

ENROLLMENT IN SPANISH

School	1920-1921					1921-1922				
	I	II	III	IV	Total	I	II	III	IV	Total
Brighton High.....						35				35
Charlestown High.....						39				39
Dorchester High.....						271	280	57	21	629
East Boston High.....	51	74			125	46	52	35		133
English High.....						323	117	62	18	520
Girls' High.....	267	148	65	19	499	254	179	72	26	531
HS of Commerce.....	434	313	167	146	1060	566	411	148	132	1257
Hyde Park High.....						71	50			121
Roxbury High.....	124	79	28		231	110	83	31		224
South Boston.....	87	56	52		195	149	102	36		287
West Roxbury.....	123	71	34	19	247	96	88	31	12	227
TOTAL.....						1960	1362	472	209	4003

ENROLLMENT IN FRENCH

School	1920-1921					1921-1922				
	I	II	III	IV	Total	I	II	III	IV	Total
Public Latin.....						487	268	162	56	973
Girls' Latin.....						204	107	135		446
Brighton High.....						208	96	43	9	356
Charlestown High.....						232	98			330
Dorchester High.....						210	402	416	177	1230*
East Boston High.....	177	166	38		381	196	147	100		443
English High.....						496	604	399	86	1585
Girls' High.....	433	329	140	37	939	403	354	147	55	959
HS of Commerce.....	114	138	59	17	328	38	119	98	49	304
HS of Prac. Arts**.....										
Hyde Park High.....						141	126	59		326
Mechanic Arts High.....	157	66	35		258	219	121	23		363
Roxbury High.....	101	185	140	25	451	191	178	120	53	542
South Boston High.....	128	118	44		290	140	102	52		294
West Roxbury High.....	160	177	63	16	416	158	141	94	21	414
TOTAL.....						3323	2863	1848	506	8565

*Fifth year 25

**No foreign languages taught.

ENROLLMENT IN GERMAN

School	1920-1921					1921-1922				
	I	II	III	IV	Total	I	II	III	IV	Total
Public Latin.....						180	105			285
Girls' Latin.....						20	14			34
Dorchester High.....						18	14	10		42
East Boston High.....		34	14		48		5	11	11	27
English High.....						209	148	53		410
Mechanic Arts.....	35				35	106	23			129
West Roxbury.....	33	15			48	20	22			42
TOTAL.....						553	331	74	11	969

ENROLLMENT IN ITALIAN

School	1920-1921					1921-1922				
	I	II	III	IV	Total	I	II	III	IV	Total
Girls High.....			19							
TOTAL.....			19		19					

COMMENTS ON THE SCHOOLS

Boston Public Latin School: A college preparatory school, of strictly classical type, for boys only. Practically all the boys in the school take French. Boys who do not take Greek take German instead.

Girls' Latin School: Solely a college preparatory school of strictly classical type. French and German are the only modern languages offered. The present year shows a loss of six in German and an increase of 62 in French.

Brighton High School: A general high school for both sexes. Spanish is of recent introduction into the school and is usually taken by pupils who have had considerable training in Latin or French. The second year cannot always be provided, for the number of survivors from the first year may be very small. The course in Spanish is a very heavy one. This year shows an increased enrollment in both French and Spanish.

Charlestown High School: A general high school, but the principal courses are for candidates for entrance to the Boston Normal School, commercial courses, and manual arts courses. Until this year French has been the only modern language offered. Hence the small enrollment in Spanish. The school shows a total increase of 33 per cent in enrollment over last year and this increase is reflected in the number of the beginners in French.

Dorchester High School: A general high school for both sexes; one of the largest schools in the city. The school prepares for college, has a very large and strong commercial department, and a manual and practical arts department. The school is very much larger than it was last year.

Dorchester draws a large number of pupils from junior high schools, who have already received credit for one year or two years of French. This explains the apparent discrepancy between figures for the first year and those of the second and third years, respectively. Fifth year registration is small as yet, but will undoubtedly increase, as the junior high schools get to functioning better. Fifth year French is given in the fourth year of the high school.

German registration dropped to nil during the war, but shows signs of coming back. Total registration is a bit smaller than it was last year.

Spanish is taken mainly by the commercial pupils.

The sharp falling off in the last two years is mainly due to the difficulty of making a program which will allow advanced commercial pupils to take a foreign language in the last years of the course.

East Boston High School: A general high school for both sexes.

The increase in total enrollment in 1921-22 is 29 per cent over the enrollment for 1920-21. The enrollment in French has not kept pace with the general increase in the school.

The figures in German may or may not be significant.

The total increase in Spanish is very small and the beginners are actually fewer than last year.

English High School: The largest boys' school in the city, a strong preparatory school for college and for the Massachusetts Institute of Technology. For many years French has been the heaviest language given. The present year shows an increase of eight per cent in the enrollment in French classes, German shows a decrease of eleven per cent, Spanish an increase of eighteen per cent. The whole school increased seventeen per cent.

Girls' High School: The largest high school for girls only in the city. It is not primarily a college preparatory high school. It sends many graduates to the Boston Normal School and has a very large commercial department. There has been so little demand for Italian that no new classes have been formed during the last two years.

High School of Commerce: This school is for boys only. A modern language is required of all pupils for the first two years. Only one language may be taken. There has been no demand for German since the United States entered the war. The demand for first year French shows a marked decrease. Spanish shows a more than corresponding increase, reflecting the increase in the size of the school. Some pupils from intermediate schools enter with one year's credit in Spanish (or in French).

Hyde Park High School: A small general high school for both sexes. The enrollment in French and Spanish is about the same as last year.

Mechanic Arts High School: A large technical high school for boys only. Languages are taken mainly by such pupils as are preparing for advanced technical or scientific work. There is a striking return of German. No German at all was taken in 1919-20.

Roxbury High School: A large school for girls only. Both general and commercial courses are given. The increase in French is quite marked over 1920-21. The figures for 1919-20, however, are almost identical (534) with those of the present year (542). There has been no material change in Spanish.

South Boston High School: The registration in French shows a marked decrease for the last three years,—from 384 (1919-20) to 330 (1920-21) to 294 (1921-22). The figures for Spanish are not so significant,—230 (1919-20), 195 (1920-21), 287 (1921-22).

West Roxbury High School: A general high school for both sexes.

Figures in French show little change. The present entering class is, however, 80 less than in 1919-20. The enrollment in Spanish shows a slight increase over 1919-20 and the same is true of German.

Central Division, M. L. A. of America, State University of Iowa,
December 29, 1921

ROMANCE LANGUAGE SECTION

Chairman—Algernon Coleman, University of Chicago.

Secretary—Olive Kay Martin, State University of Iowa.

The Chairman explained the change in officers necessitated by resignations, and appointed the following nominating committee:

Professors DeSalvio, Cousins, Marinoni.

Professor DeSalvio gave an urgent invitation to the Fourth National Congress of the Alliances Françaises of the U. S. and Canada, in Chicago, January 13-14.

- A. Teacher Training Through Participation, by Laura B. Johnson of the Wisconsin High School of the University of Wisconsin.

(Science and the art of teaching can not be acquired by observation and practice teaching. Viewpoint of learner is lost. Strong recommendation that every modern language teacher be required to take up study of new language each year. Admit prospective teachers in elementary classes as students. Only unusual ones are able to hold their own with the younger students in enthusiasm, memory, etc. As group leaders they must know subject matter and the students. Set problems for the whole class. *Let them participate.*)

Discussion:

Mr. A. G. Bovee believes in the value of practice teaching to supplement Methods courses. Teacher must be director of mental operations of children. Development of "control technique" Importance of the ear. Plea to put teaching problems on same ground as other research because of importance of training American youth.

Discussion, continued by professors DeSalvio, Young, and Seymour, the latter speaking of the supervised oral study of small groups in China.

- B. A Phonetic Alphabet for French by Professor C. E. Parmenter of the University of Chicago.

(Shall the Association record its sanction of the International Alphabet, or the International Alphabet with a few changes? He drew these conclusions. A phonetic alphabet is necessary; the International is nearest to practical on account of its all ready wide-spread use which is ever increasing, being defended against all others; slight modifications based on the difficulty of formation of sounds and the interpretation of orthography would improve it for American students; disadvantages of tampering with it may exceed advantages.

Discussion by A. G. Bovee who gave pedagogical devices for explaining difficult symbols. Also Professors Lipari, Searles, Young and Zdanowicz. Motion to leave International Alphabet as it is.

- C. A New Venture in French Composition, by Professor Harry Kurz of Knox College.

(Aiming to develop, along with a speaking knowledge, a sympathy and profound love for France of today, the following suggestions were given:—Make a corner of the campus a corner of France; lessen emphasis on text books. Outline material from French newspapers and magazines. Have oral reports on reading; acquire one hundred new words and idioms a week; run a column each week in the college daily.)

- D. Report on the Resolution on Foreign Study, by Professor Charles P. Wagner, University of Michigan.

(Results from two sets of questionnaires sent to heads of Romance Language Departments and Deans of Graduate Colleges. The following resolution was adopted:—Resolved, that candidates for the doctorate in Romance Languages should be urged to spend at least one year, or the equivalent, in study abroad; and that whenever possible, such study should be made an integral part of the preparation for the Doctor's degree and for the career of teacher of Romance Languages and literatures.)

- E. Professor Coleman read a paper prepared by Professor C. E. Anibal of Indiana University on "Graduate Work in Spain," which the Journal will print.

- F. Elizabeth McPike, of the University of Chicago.

(Scholarships useless for graduate study. Her own work done at the Sorbonne while living at Saint Germain-en-Laye; this no longer possible. Very strong plea for oral French in advanced courses because absolutely essential for success in foreign study. Valuable for Romance Departments to have the Livret de l'Etudiant of the Sorbonne, complete course schedules and sample examinations so as to make decision for what examination to prepare. Direction de Travaux, informal discussion of thesis problems, very valuable. The following three examinations possible:—Cours de Civilisation Française, especially for foreigners; Certificat d'études françaises; Diplôme d'études Universitaires; Doctorat d'Université. Information may be obtained from Librairie Croville-Morant, 14 rue de la Sorbonne; American University Union, 1 rue de Fleurus; Office National des Universités, 96 boulevard Raspail.

- G. Professor B. E. Young, Vanderbilt University, offered the following resolution which was adopted:—That the Romance

Section establish a permanent Committee on Foreign Study, consisting of five members, to be appointed annually by the Chairman of the Section. It shall be the duty of this committee to keep in touch with foreign institutions of higher education, libraries, museums, etc., particularly concerning the facilities for advanced study and research in the Romance languages and literatures, and to report annually to this Section, with such recommendations as the committee may deem to be proper. The Chairman appointed: B. E. Young, Vanderbilt University; Hugh A. Smith, University of Wisconsin; Kenneth McKenzie, University of Illinois; Chas. P. Wagner, University of Michigan; E. C. Hills, Indiana University.

H. Officers for Next Year.

Chairman—Professor Ralph E. House, State University of Iowa.

Secretary—Professor Harry Kurz, Knox College.

GERMAN

In the absence of the elected Chairman the meeting was called to order by the Chairman of the Central Division. Professor Charles Bundy Wilson of the State University of Iowa was elected chairman and Professor Edward H. Lauer of the same institution was elected secretary.

There were present twenty-one teachers representing fourteen universities and colleges.

The first paper of the afternoon was presented by Professor H. C. Thurnau of the University of Kansas on "Aims, Materials, and Methods in the Teaching of Second Year College German." The reader urged that special attention be given to the organization of the work of the second year in order to make it of benefit and profit. The work must be of such a nature as to induce students to elect the course. Reading should form the main content of the course. Classics can be read in the second half of the year. Longer modern novels can be read with profit. Sudermann's *Frau Sorge* is well adapted to the work of the second year.

At the suggestion of the reader of the second paper, discussion of Professor Thurnau's paper was postponed until the second paper was presented, since the two papers had much in common. Professor O. C. Burkhard of the University of Minnesota then presented his paper on "Shall the Old Order Change?" The speaker pointed out that the question before the teachers of German was to conserve the best that the teaching of German had had to offer in the days before the great war. It was a mistake to depart from well-established practice merely to satisfy utilitarian ends of doubtful value. There can be only one way to teach German, no

matter what the use to which the knowledge of German is to be applied. That way is the only which best satisfies the demands of good pedagogy and class-room practice.

The two papers were then placed before the meeting and a lively discussion ensued in which Professors Vos, Hatfield, Gould, Pearson, Brooks, Jente, and Lauer participated.

The next paper was read by Professor Hermann Almstedt of the University of Missouri on "Appreciation—Ein tieferes sich Besinnen." Courses in literature should take into account the obligation of awakening in the students an appreciation of the best in literature. The speaker sketched the content and methods of a course in the masterpieces of German literature. Representative works in lyric, epic, and dramatic form are studied. Each student is given a poem for extended analysis and study.

The paper was discussed by Professors Keyes and Thurnau.

The last paper of the meeting was read by Professor Charles R. Keyes of Cornell College on "A Method for the German Noun." The reader presented a table of representative German nouns which in mimeographed form is used by him as an aid to the student in the mastery of noun declension. The essential feature of the table is that the basis of arrangement is gender rather than the formation of the plural.

The paper was discussed by Professors Vos, Kroesch, and Brooks.

At the close of the discussion the meeting elected for 1922 Professor O. C. Burkhard, of the University of Minnesota as Chairman, and Professor Richard Jente of the same institution as Secretary.

VACATION COURSES

The JOURNAL is in receipt of an announcement of vacation courses for foreign students in the National University of Mexico for the coming summer. The courses will be given in two cycles: July 12–August 25, and July 26–Sept. 9. The program has been arranged so that the two cycles can be followed by the same group of students. Lectures and practical courses will be given from Monday to Friday and visits to museums and other places of interest will be organized for the week-ends. There will be courses in Spanish Grammar, the Literature of Spain and of Spanish-America, the Geological and Natural History of Mexico and of Latin-America, the History of Spanish-America, Art, and Architecture, and commercial subjects.

A rebate of fifty percent will be given to foreign students traveling over the Mexican National Railways upon application to Mexican consuls in the United States or to the Dirección de la Escuela de Verano, Universidad Nacional, calle del licenciado Verdad, México, D. F.

The government of the Republic of Costa Rica, Central America, is co-operating in the offer of summer courses in Spanish at San José. The American Director is Professor Santiago Gutiérrez, Ohio State University, Columbus, Ohio.

Correspondence

THE COURSE IN FRENCH CIVILIZATION IN THE UNIVERSITY OF PARIS

Managing Editor MODERN LANGUAGE JOURNAL:

For many years the American student of French who went to France was confronted by a strange dilemma. Although he knew that Paris was incomparably the most interesting of French cities, its University contrasted with various provincial faculties in providing no special work for foreigners. He thus had to choose between the charms of Paris, with the Sorbonne and the Bibliothèque Nationale, the Luxembourg and the Louvre, and the attractions of Grenoble or Poitiers, with courses in language and in literature, in history and in art designed to aid him to understand and to appreciate France. This peculiar situation has been remedied recently by the great solvent of contemporary life, the world war.

After the armistice a large number of American soldiers were detained abroad for some months owing to the difficulty and inexpediency of their immediate return to the United States. A large number of these men had been to college, and some had a fair knowledge of French. Most of them had seen little of France or of the French except in the muddy streets of dull villages in Champagne and Burgundy. The staff of the American army conceived the idea of giving these men a juster idea of France than they could get under such conditions. Accordingly, a number of those applying for the privilege were permitted to attend French universities for four months in the spring of 1919. A considerable proportion of these students were sent to Paris. For them the faculty of the Sorbonne organized a series of courses designed to acquaint them with various aspects of French life, especially in letters and in science. The outcome of these courses was so satisfactory that it was decided to continue them under the direction of the able secretary of the *Comité de patronage des étudiants étrangers*, M. Henri Guy. The following statement about these courses and their operation may be of interest to those who are contemplating a trip abroad.

The American students for whom the work was originally planned had, at least in theory, it will be remembered, a reasonable

command of the French language. Consequently the object of the courses has always been to impart some idea of the past and present of French culture, and not to teach the French language, in which abundant instruction may be had readily elsewhere in Paris. Hence the courses are divided into literary, historical, and philosophico-aesthetic sections. The nature of the work may be seen from the names of the writers discussed in one month by MM. Strowski and Le Breton in part of the course in literature. This list has the added general interest of giving a quasi-official Parisian estimate of the most notable figures in contemporary French literature. Literary criticism is represented by André Beaunier, Henri Bidou, Paul Souday and Fernand Vandérem, history by Hanotaux and Camille Jullian, philosophy by Bergson and Boutroux, poetry by Henri de Régnier, Paul Fort, Francis Jammes, Paul Claudel and the Comtesse de Noailles, the novel by Anatole France, Pierre Loti and by three authors of romances crowned by the Académie des Goncourt, Frapié (*La Maternelle*), Chateaubriant (*Monsieur des Lourdines*), and Duhamel (*La Vie des martyrs*). The drama is studied in the works of Becque, Paul Hervieu, François de Curel, Rostand and Courteline. As will be noted, the selections are dictated by a fair-minded and liberal taste; some of the names are not well known on this side of the Atlantic. A student who has followed such a series of lectures, prepared with the care and given with the finish demanded by Parisian standards, has had a rare opportunity of penetrating into the intellectual life of contemporary France.

The course of which a part has just been sketched extends over four months in the winter semester. Students who complete it and pass a satisfactory examination receive a 'diplôme d'études de civilisation française,' granted only to foreigners, and signed by the rector of the University of Paris. No examination is held after the summer course.

The success of these courses may be gauged by the fact that the number of students has steadily increased. In the winter semester of 1919-20 it was 134, in the summer of 1920, 153, in the winter of 1920-1, 210, and in the summer of 1921, 281. At one time no less than 22 nationalities were represented among those registered. The American origin of the courses has as a natural consequence that the United States furnishes the largest contingent. Thus in the summer of 1921 there were 71 Americans, as against 59 English, 44 Swedes, 38 Norwegians, 17 Danes, and so on. These Americans hailed from all part of the Union, and even further; one American was born in Ekaterinoslaw and another in Egypt!

The variegated body of students thus assembled linked themselves into an Association which seeks to remedy the one-sided devotion to learning which not infrequently marks the life of the

foreign student in Paris. This organization holds teas, dances, and other functions. On one occasion, for example, there were speeches, as well as a play and a dance. The spirit of the gathering was symbolised by the recitation of the present tense of the verb "to love" in seventeen languages, the last declaimer giving it in French and sounding the keynote of the evening by concluding "nous aimons la France!"

To cement the fellowship formed under conditions such as these, the students have undertaken the publication of a *Revue des étudiants du cours de civilisation française*. This publication is really curious in view of the extraordinary diversity of its contents. One finds an exchange of badinage in tolerable French verse between the French Canadian president of the Association and its secretary, a girl from the United States, an article on recent tendencies in Armenian literature, a discussion by an American of the reasons for Wilson's failure to secure ratification of the treaty of Versailles, an analysis by a Finn of the *Kalevala*, and a description of the political tendencies of contemporary Canada!

It is not only in the fact that Americans form the largest group among this motley throng of students that one sees a memorial of the Franco-American *rapprochement* in which the courses had their origin. Other evidences point the same way. Thus the Sorbonne is closed as well as decorated on the Fourth of July. Again, a collection of several thousand books on American civilisation, given at the instance of President Nicholas Murray Butler, is placed at the disposition of the students. Last year President Butler received the *plaque of Grand officier* of the Legion of Honor at the hands of M. Viviani in the great hall of the University, as well as the degree of *Docteur de l'Université, honoris causa*.

The spirit in which the Sorbonne is offering these courses, as well as making these other advances toward a durable friendship with the United States, is well expressed by M. Appell, the eminent rector of the University, when he says: "L'Université de Paris est une des plus vieilles du monde; sa fondation remonte au début du treizième siècle; elle a réuni, autrefois, autour de la montagne Sainte-Geneviève, des étudiants de tous les pays, venus à elle comme à la grande Ecole de Culture, d'Humanité et de Liberté! Aujourd'hui l'Université de Paris exerce la même attraction et se trouve chargée d'un rôle analogue. . . . Dans le monde futur, que nous voyons naître, l'Université de Paris, sans que la France prétende à aucune hégémonie, peut devenir en quelque sorte la conscience de la planète. Elle peut devenir le lieu de rencontre et le centre de rayonnement des idées, qui sont encore confuses dans les masses, qui deviendront irrésistibles, et qu'on peut résumer comme il suit: la Paix par le Droit; la Civilisation par le Développement de la Conscience et du Sens moral; la

Science mise au service de la Liberté et de la Justice, non au service de l'oppression et de la violence."

D. S. BLONDHEIM

Johns Hopkins University

A MENACE

Managing Editor MODERN LANGUAGE JOURNAL:

Under date of Feb. 8th a circular was sent out by Mr. Lawrence A. Wilkins, Director of Modern Languages of New York City, to the heads of departments of modern languages in New York City which read as follows:

Ladies and Gentlemen:

The statement has been made that the wastage in our modern language teaching is so great that we must find a way to eliminate those unfit for modern language study; also that in our endeavor to train students in all phases of language acquisition we are falling between two stools and are succeeding neither in giving them power to understand the spoken language and to speak it, nor to read it readily. If true, this is a serious indictment and demands our immediate and searching consideration.

This announcement, coming as it does after long and tacit opposition to modern language teaching through the Board of Education, is a sign of their deliberate intention to discourage the study of modern languages, particularly in the high schools. No special reason is given for such action except that the opinion is expressed to the effect that a great deal of money is wasted in teaching those subjects. If this opposition is allowed to go unchallenged it will be taken up as a new educational fad and aped by the boards and superintendents of the different states, in which case it will be doubly hard to combat and convince our opponents of their error.

It seems that the time has come for the teachers of modern languages to restate their aims in emphatic terms and inform the public that such a movement is afoot and to urge them to put a stop to this insidious tendency against a subject which can claim equal importance with any of those required in the high school curriculum.

I suggest that an active propaganda be started by modern language teachers as a body and severally against this movement which I am sure the parents of our boys and girls do not favor. I likewise suggest that committees be appointed in different parts of the country and that such committees take active part in preventing and combating the furtherance of this procedure.

One method of attack will have to be planned in some such form as the following:

1. Warn the public that a movement is on to discredit and eliminate modern languages from the high schools and interest them in discouraging such a course.

2. State the practical and the disciplinary value of the modern language course.

3. Show that since the close of the war modern languages have become an absolute necessity for the average educated person in order to intelligently follow the social, economic and political movements of the modern nations.

4. Demonstrate by facts to superintendents and boards that modern languages are fully the equals in importance of other required subjects.

No clever words or sophistry will convince our opponents; we must use plain language and sound arguments. As languages mean so much to us who teach them, we are called upon to educate the public and the superintendents to the necessity of our subject in the high school. I earnestly hope that each teacher will pledge himself to do his share to cooperate in a movement which will prove that languages have both practical and disciplinary value.

In fine, whatever is to be done must be done now; spurred on by the worthy cause we must combat this vicious tendency which is dictated neither by high educational ideals nor by good judgment.

JOHN M. PITTARO

*The Stuyvesant High School
New York City*

Reviews

PRACTICAL FRENCH PHONETICS by T. MACIRONE, New York, Allyn and Bacon. 1921. 97 pp. +43 (Vocabulary).

The "book aims to help students of French to overcome the difficulties which confront them when they try to acquire a correct pronunciation of that language." A chapter each is devoted to "What Phonetics Does," "Formation of the Mouth and Throat. Speech Sounds," "Vowel Sounds," "Consonants," "Daily Exercises," "Phonetic Transcription of French Stories."

"What Phonetics Does" is an exposition of the advantages of the phonetic method in teaching pronunciation; the chapter entitled "Formation of the Mouth and Throat. Speech Sounds" is clear and free from unnecessary technical terms. The two fol-

lowing chapters treating of the vowels and consonants are not so satisfactory. In a book intended for American students, the author has not always kept in mind the difficulties they encounter. For example "è", closed "eu," closed "o," closed "ou," are frequently faulty because of too great a separation of the teeth; on the contrary, the open vowels are often incorrect because the teeth are held too close together. One could have hoped for some indication of the degree of the separation of the teeth in the production of the vowels. After giving practical directions for the lengthening of the consonants, the author neglects the fact that the semi-consonants are likewise lengthened and contents himself in the case of *w* with the statement that "This is practically the same consonant as in English" (p. 24). Again the directions for the production of "è"; "put your tongue a little farther back than for "é," or "Pronounce i-é-è-a-â-ô-ô-u, and notice: (1) that the tongue starts in the front of the mouth and is gradually drawn back" (p. 34) can tend only to cause the American to accentuate his common fault of holding the tongue too far away from the front teeth while pronouncing all of the front vowels. Singing each sound (p. 25) recommends itself as a practical device in overcoming the tendency of diphthongize the vowels, but the direction, "Say it (ô) very slowly, so as to divide your diphthong into two parts" (p. 24) or "Most people pronounce the vowel (è) with two vowel sounds, that is with a diphthongal vowel, etc." would seem to indicate a misconception of the nature of the English diphthong as it does not consist of two vowel sounds only, but of a multiplicity of vowel sounds, since the positions of jaw and tongue are constantly shifting in its production.

In the discussion of nasal vowels, the injunction "Do not let your tongue touch your palate at all. If you do, it will make the sound a consonant, not a vowel" is hardly practical because Americans knowing this still pronounce *n*, *m*, and *ng*, after nasal vowels and not just *ng* as one would seem obliged to infer from the discussion of nasal "a," p. 32.

Descriptions of sound as "more hollow" (p. 23), "round" (p. 24), or "thick" (p. 47) are too vague to be of use in a phonetic treatise.

"There is very little to be said about "f"; it is a voiceless consonant so pronounce it gently in French" (p. 44) or "This is the voiceless *sh* sound, usually spelled *ch* in French. Pronounce it less energetically than in English" (p. 44), is misleading. All consonants are pronounced more energetically in French than in English.

As French "r's" differ from English "r" in that they are always distinctly pronounced" (p. 46), a Scotch "r" or any other variety of trilled English "r" should be satisfactory in French; but this is clearly not the case.

The author has omitted all discussion of consonant groups, of division of syllables, of linking, of stress, of intonation.

JAMES L. BARKER

University of Utah

LE FRANÇAIS ET SA PATRIE, BY L. RAYMOND TALBOT.
Benj. H. Sanborn and Co., 1920.

Ever since this book made its appearance, nearly ten years ago, we have felt that it needed a thorough overhauling before it could be used as a "French" reader. We were, therefore, much interested when we read in a Newsletter sent out by the publishers that "the very latest edition" was available. We sent a cheque for \$1.32 and received a copy which we read with eager curiosity. Our curiosity soon became amazement, and amazement soon changed to something else and made us say a few things in French and a lot more in English which cannot be printed out of respect for the ladies.

The "very latest edition" starts off with a map of the France of ten years ago, with Alsace-Lorraine a part of Germany, and page 30, line 13, states that *Strasbourg est une ville allemande*. This, we thought, may stand *à la rigueur*; the author visited France ten years ago, conditions have changed since that time, he probably explains that in another part. We turned to a comparison of "the very latest edition" with the fourth, dated 1913. We found the same number of pages, and the same pages beginning with the same words. We also found the same misprints. In both editions, on page 18, line 14 has *église* without an accent; page 16, l. 22, has *Champs Élysées* without a hyphen; page 59, l. 10, spells *Sédan* for *Sedan*; both editions end page 50 with a *recut* that lacks a cedilla; both editions, on p. 139, l. 21, and in the vocabulary, give *passionément* instead of *passionnément*; both the fourth and "the very latest edition," p. 157, l. 7, have *hâchis* with a circumflex that should not be there; in both editions the vocabulary, p. 260, lists the singular *ébat* which does not exist; in both editions, the same page 260 spells *empacqueter* with a superfluous c; in both editions page 274 lists *mourrir* for *mourir*. This seemed so strange that we thought for a moment that some office boy had made a mistake and sent us the old fourth edition when we had insisted on having for our money a copy of "the very latest." Alas! Even this comfort was to be denied us. For we finally discovered that what we had received really was the "very latest edition." After the preface, half a dozen lines branding the fourth as such have been omitted from "the very latest," and on the title page the date 1920 leaves no doubt about this being a new "edition." The old plates apparently grind out the new copies. The foreman of the

printing plant occasionally changes the date on the front page, and out goes "the very latest edition."

That the book is superficial is no reason against it. The author set out to write an "easy" reader; the book is easy enough. Whenever it describes a street scene, a meal, or the performance of a play, we may follow it. But when it tries to explain a situation or institution, matters change. The author admits that there are things which he does not understand. Did he sincerely try? Was he prepared? The humorous attitude was perhaps not the best to assume in all cases. At any rate, his observation could easily have been more accurate. His distinction between the *lycée* and the *collège* is utterly inaccurate, (p. 110). Is there in Paris a *collège* that answers his definition? Paris certainly has a number of legitimate *collèges* that could never be called *collèges* if his specifications were correct. Also, the sweeping statement that the "*lycées ou collèges correspondent à nos high schools ou academies*" (p. 107, l. 9,) and the note to p. 94, l. 3, saying that "a *collégien* is a 'high school student'" seem to be based on the age of the students, instead of on the programs of the institutions. Just what the *lycéen* or *collégien* does in his school, and how he does it, is not plain. But the author plainly confuses the degrees of M. A. and A. B. (p. 113, l. 13). Again, he forgets that there is such a thing as the *salle d'étude*, since he positively states that *les élèves s'amuse (à la cour) quand il n'y a pas de classes*, (p. 111, l. 13). According to the French census the population of the city of Fontainebleau is nearly 15,000; Fontainebleau, therefore, cannot be called *le village*, (p. 142, l. 7). Molière died in 1673 (p. 219), and that is correct; the *Comédie-Française* was established in 1680 (p. 217), correct again; but how can the *Comédie-Française* have been "founded in 1680 by Molière" (p. 217)? Oranges, bananas, and pineapples do not grow on the outskirts of Paris, *tout près de Paris*, (p. 137, l. 29.)

The real trouble, however, is that the text of this French reader has a strong English accent.

We find the adverb *aussi* constantly used as a conjunction at the beginning of a clause or phrase, like the English "also": *aussi quelques-uns des châteaux*, p. 4, l. 13; *aussi pour les allumettes*, p. 5, l. 6; *la plus belle, aussi la plus importante, des statues*, p. 30, l. 11; *aussi, le droit de grâce*, p. 59, l. 17; *aussi, on joue au tennis*, p. 106, l. 16; *aussi, il n'y a pas d'omnibus*, p. 162, l. 12; *aussi les receveurs*, p. 159, l. 28.

We find *le même* used as a noun instead of *la même chose*, a mistake often made by our students: *le déjeuner n'est pas exactement le même que le breakfast américain*, p. 5, l. 25; *c'est un mot espagnol qui veut dire presque le même que hâchis* (sic), p. 157, l. 6.

We have mentioned the use of *village* for *ville*. In the chapters given to a description of the educational system, *éducation* is used

where *enseignement*, or *instruction*, or *études* would be required. Also, *officiers* for *fonctionnaires* (p. 159, l. 30), is English.

Of the following five phrases, *le nom croissant*, p. 8, l. 5; *le nom St.-Germain-des-Prés*, p. 25, l. 17; *le nom du quai*, p. 26, l. 20; *notre idée home*, p. 98, l. 27, and *le nom de Tuileries*, p. 27, l. 20, the last alone is correct.

In *il faut prendre sur les rayons ce que vous voulez et quand vous serez prêt vous les donnerez à un des employés* (p. 55, l. 12), where is the plural antecedent of *les*? In *quelques-uns se promènent à pied, d'autres en voitures ou en automobiles* (p. 31, l. 13), why follow the English with *voitures* and *automobiles* in the plural, while *pied* remains singular? The vocabulary lists *caractéristique* as a feminine noun, but the text makes it masculine, or neuter, like *le même*, in *c'est le caractéristique de tous les bois* (p. 35, l. 26). *Personne* is also listed as a feminine noun, yet the text reads: *chaque personne est libre d'adopter la religion qu'il préfère* (p. 65, l. 26). This *il* translates an English "he" which the author has in mind; it cannot refer to the French feminine *personne*, which he should have in mind.

There is perhaps no greater difficulty for our students than the use of the proper preposition. The book has a large number of examples that teach the use of the wrong preposition. It says *entrer dans l'université* (p. 110, l. 25), meaning "to enter the university," but *entrer dans l'université* properly means "to become a member of the faculty," whereas "to enter the university" is *entrer à l'université*. After a superlative it uses *en* instead of *de* in *le meilleur anglais en Angleterre* (p. 112, l. 25). Elsewhere we see horses on top of plains, *sur les grandes plaines* (p. 74, l. 29), and trees on top of fields, *sur les champs* (p. 149, l. 12), or we ride on the roof of a train, *sur le train* (p. 140, l. 14).

It was a good idea for Mr. Talbot to show us France as seen by two young Americans, and we would read his book with interest if it were written in English. Unfortunately his Anglo-French is dangerous reading for both our students and teachers. The teacher who year after year dabbles therein must of necessity forget a good deal of what he learned in college. Nor are the grammatical errors pointed out in this review the only ones that spoil the book. The 165 pages of text have at least one hundred bad spots that need mending. It is hoped that the next "latest edition" will be better than a reprint.

F. J. KUENY

University of Maine

GERMAN COMPOSITION WITH NOTES AND VOCABULARIES. By HERBERT D. CARRINGTON and CHARLES HOLZWARTH. VII+138 pages. Boston, D. C. Heath & Co., 1921. Price \$1.12.

The Preface lays the emphasis on training in the choice of words, "a systematic review of the essentials of grammar" being combined "with a careful treatment of those groups of words which offer difficulty in translation." The principle of repetition is kept in mind: "The English exercises are based not only on the vocabulary of the new story but also on many of the words and phrases of the earlier lessons."

The book consists of two parts. The first (pp. 1-43) offers fifteen anecdotes of the traditional type, and makes them the basis of German questions and of English sentences to be rendered into German. In addition there are topical grammar reviews (illustrated and enforced in the exercise material), word studies, and diverse exercises. In the main this material is good. Perhaps the grammatical topics could, within one and the same exercise, with advantage have been confined to fewer subjects, whereas the word studies might well have gone a bit farther afield.

Part II consists of a series of four letters, cut up into fifteen sections. They are written from Bremen by the wife and children of a German-American and convey impressions of German life to friends and relatives at home. The exercise material of this division does not essentially differ from that of Part I, except that the paragraphs devoted to Word Study are rather more elaborate. Personally, I should in the latter have liked to see more attention paid to word formation and the use of particles, and rather less to individual idioms, important as these are. Miss Hasting's book, *Studies in German Words*, might have shown the way here.

A third part, to consist of more difficult exercises, and a fourth, to introduce the pupil to the treatment of independent themes, are at present held *in petto*.

The book will prove useful. As to Part I the most serious fault is perhaps that of monotony: nothing is more wearisome to pupil and teacher alike than an unrelieved succession of anecdotes. Even as regards form, the same criticism holds good: all is cast into the narrative mould, altho some of the selections, as indeed the *Aufgaben* recognize, would have lent themselves quite as well to a dramatic setting. The work has been done with much care. Perhaps the Vocabulary does not deserve this praise. At least a rather cursory examination has shown several words to be missing. The German seems excellent, with this reservation, that the demands of grammatical illustration, notably in the exercise on the genitive with adjectives and verbs, have at times led to stilted

and, for letters passing between parents and children, preposterous phraseology. Pedagogically, the principle of repetition has been well kept in mind, the pupil being given little excuse for forgetting the new phrases that he has encountered in preceding exercises.

The illustrations consist of an excellent half-tone (View of Bremen) and five woodcuts of greatly varying merit. The poorest is doubtless that of the Roland; one might almost take it for a caricature.

With an occasional exception (Amerika, Luther, Musik, Musiker), no attempt has been made in the Vocabularies to mark accent and quantity, or otherwise to indicate pronunciation. In numerous cases this oversight is really serious, witness such words as *Fabrik*, *Konzert*, *Lineal*, *Optiker*, *Paladin*, *Pension*, *Restaurant*.

A few observations on matters of detail may prove of some value. Page 21, line 3: The singular *mark* does not seem good usage.—Page 24, question 5: The shift to the perfect tense can hardly be justified.—Page 29, line 9: *Nicht so* seems an Anglicism; *wie so?* is at any rate more idiomatic.—Page 31, line 12: *Zahlen* is lacking in the Vocabulary.—Page 37, line 7: *gelassen* is lacking in the Vocabulary.—Page 52. The citations from Lessing and Luther seem out of place. That from Lessing even shows an archaic form *albern*=*albern*.—Page 65, line 7: There should be no comma after *sein*.—Page 67, line 6: Drop *überhaupt*. Its function is anything but clear in the connection.—Page 70, line 3: Read *verloren*. Note 3 at the bottom is not correlated with the entry in the list of strong verbs on page 89.—Page 76, line 9: Insert a comma before *wie*.—Page 119: Add *tempt* (page 35) to the definitions of *versuchen*.—Page 131: Under *mistress* add *Frau* (page 17).—Page 138: Add *waiter* (page 52, A. 1).

B. J. Vos

Indiana University

A *SPANISH READER*. By H. C. L. BALSHAW, Late Head Master of the *Escuela Práctica de Guatemala*. E. P. Dutton & Co. 1920, VIII+128 pages.

The author has made one hundred and twenty-eight excerpts from Spanish authors, assigning to each a page. The atmosphere is often, though not always, that of Spain or of Spanish America. Specimen titles are: Napoleon and the Papal Power; James Watt and the Steam Kettle; Return of Ferdinand VII to Madrid; Effects of National Characteristics on Literary Style. Five excerpts, occupying as many pages, are devoted to the "Indians of Darién," three to "Don Guzmán the Good," two to "Padilla and the Commune," and two to an account of Professor Onarro. Otherwise the subject changes with every page. The material is characterized by great variety of style and subject matter and is

graded in difficulty. It is all Spanish Spanish, not manufactured Spanish. Though the selections are frequently interesting, their brevity, at times, results in obscurity, which is not dispelled in the notes. A number of them would not interest the average high school student or college Freshman.

The preface states the purpose of the author, as follows: "first, that he (the student) should be enabled to enlarge his vocabulary by constant additions of essential words; secondly, that he should be able to form a clear idea of the principles of Spanish Prose construction." The text contains a large and valuable reading vocabulary. The words are as a rule carefully defined and considerable attention is given to idioms in the vocabulary and in the notes at the bottom of each page. The author should, however, have explained the following expressions: *daban tierra a los muertos* (48); *no habrían errado el golpe* (64). *No les cupo la suerte del Fénix* (65); *si le da una enfermedad* (68); *a duras penas* (81); *dando vista a Villalar* (94); *a eso de las doce* (107); *no puede menos de conducirse* (115); *dí en el corredor con D. Nemesio* (118); *no había duda* (120). The vocabulary contains forms of irregular verbs in addition to the infinitive. Although no effort is made to build up a vocabulary of the usual direct method type and none to present a special commercial terminology, the book contains a considerable stock of words and idioms useful for daily conversation.

The author omits from his vocabulary the transitive signification of *muerto* (26); *unos cuantos* (39); *ole* (50); *mitin* (59); *ya que* (68); *posaderas* (96); the interjection *he* (106); *so* (110); *oriunde* (112); *mampostería* (119). The word *falda*, which occurs in the phrase *a la falda del monte* (114), is defined as "brow or brim." Now the word "brow" when referring to a hill or mountain means the upper portion, while *falda* refers in the lower portion. But Balshaw is by no means alone in his rendering. Velázquez gives as one of the meanings of *falda* "brow of a hill, that part of an eminence that slopes into a plain." Cuyás gives as one of the definitions, "brow of a hill or slope." In connection with the sentence "¡Pues no está la noche cruel que digamos!" (118), there should be a note on the use of *cruel* denoting inclemency of weather, here excessive cold. The verb *campeaba* in the sentence "Enfrente campeaba la ermita de los Italianos" (119) requires a note, as it means "stood out prominently," a meaning the student will not readily derive from the "to be in the field, be eminent" of the vocabulary.

As from the start constructions are found which the student does not encounter until he has studied grammar for some time, the book should not be begun too early. In the first five pages appear infinitives with enclitic pronoun objects, infinitives used

as the objects of prepositions, the subjunctive mood, the passive voice, a number of irregular forms and reflexive verbs with passive force.

There is no table of contents; there are no illustrations; names of authors are usually not given; titles of all selections are in English; the lines of the text and the notes at the bottom of the page are not numbered; there are neither *cuestionarios* nor exercises.

In a text for beginners accentuation and capitalization should be normalized. This has frequently not been done. It would have been better to omit the accent from *a*, *e*, and *o*. Sometimes archaic rules of accentuation are followed, as, for example: *jóven* (22), *léjos* (27), *vecínos* (64). Proper names are frequently printed without the accent, as we note in *Cristobal* (54), *Hernan* (69), *Ciceron* (81), and many more. The recommendation of the Grammar of the Academy that the accent be marked in proper names also may be followed with advantage. The accent is omitted in *des-truída* (3), *dandose el parabién* (4, footnote), *Paris* (7), *en un caso como este* (26), *salon* (26), *terrorífica* (39), *príncipe* (42, 97) and in many other words. On the other hand, the accent should have been omitted from *aquél toque* (6), *bienestar* (39), *Virgen* (56), *llegámos* (64), *hallába* (74), *produjó* (91), *Francia* (92).

The word *España* begins twice with a small letter (pp. 91, 99). It would have been more in line with current practise to begin the names of months, directions and nationals of a country uniformly with small letters. We find *Mayo* (13), *Noviembre* (75), *Agosto* (106), *Abril* (108), *desde el Sur* (13), *vientos del Oeste* (14), *Al Norte y al Sur* (99), but also *oriente* (23), *occidente* (23), *norte* (49), *sur* (49). We note *Españoles* (28), but also *portugueses* (62), *los franceses* (100), *el inglés Parry* (106).

Archaic spellings appear in *magestad* (62), *ageno* (86), *sugeto* (86), misprints in *neuve* (11) for *nueve*, *arbrtase* (38) for *abríase*, *intentadan* (39) for *intentaban*, *naurales* (49) for *naturales*, *nueve* (65) for *nuevo*, *cuadillo* (87) for *caudillo*, *ejecutada* (95) for *ejecutado* in the sentence *y así fué ejecutada* (i. e. Juan Bravo), *ha podida* (106) for *ha podido*, *el en Norte* (106), *esto caso* (109), *salubable* (112), *acerca se* (112) for *acerca de*, *racaer* for *recaer* (120), *de tarte en tarde* (125, footnote); an irregular form, to be avoided, in *viego* (125).

With the exception of frequent classification of subjunctive usage, there is little syntactic comment. Sometimes the explanation of the subjunctive is condensed to the point of inaccuracy; again, we note terminology with which our students are ordinarily not familiar. The phrase "subjunctive in hypothetical clauses" (pp. 5, 8, 16) really explains nothing, for there are, as we all know, hypothetical clauses in plenty that do not have the subjunctive.

In the sentences "encomendándose al cielo, ofrecieron si conseguían la victoria dar al pueblo que *edificasen* en aquel país el nombre de Santa María de la Antigua" (5), and "convinieron en acostarse y dormir a condición de que se comería el almuerzo el que mejor *soñara*" (8), some grammarians would designate the mood as a hypothetical subjunctive. But it is less confusing and in every way simpler to say that we have the subjunctive because the relative pronoun introducing the clause refers to an indefinite antecedent. Balshaw includes in his "subjunctive in hypothetical clauses" the subjunctive in clauses stating an unreal condition, for example: "Pío VII se pone de pie al oír aquel grito, y nos detiene, cual si su majestuosa actitud nos *hubiese* aniquilado" (16).

Still other instances of subjunctive usage, variously explained by the author, can be classified more simply as the subjunctive in clauses introduced by a relative pronoun referring to an indefinite antecedent. In "Un candidato . . . dijo a sus constituyentes, que si querían nombrarle diputado, les haría gozar en todas estaciones del tiempo que *quisiesen*" (24), the mood is explained as "depending on the conditional clause *les haría gozar . . . del tiempo*." In "Mandósele sin embargo estar a las órdenes de Pedrarias, y a éste se le encargaba que atendiese y favoreciese las pretensiones y empresas del Adelantado, de modo que en el favor que le *hiciese* conociera lo mucho que el Rey apreciaba su persona" (23), the author calls *hiciese* a "subjunctive of indefinite futurity." This phrase will certainly recall to the student the construction after temporal conjunctions when introducing clauses referring to indefinite future time. In "El que no *asista* será porque haya muerto," (107) we are told that we have "what is virtually the protasis of a conditional sentence." On page 80 we encounter a "subjunctive in an exclusive clause" "insensible a todo lo que no *fuesen* sensaciones animales." The subjunctive in "el mar tempestuoso . . . amenezaba con naufragio y muerte a los atrevidos que se *aventurasen* a navegarle" (58) is called a "subjunctive of indefinite possibility."

The author offers us, in "su mujer aguardó a que despachase a los mozos de labor para preguntarle qué tenía" (20) a "subjunctive of contingency." But why not simply a subjunctive expressing uncertainty in a clause introduced by a temporal conjunction (*a que* being here equivalent to *hasta que*), the imperfect being employed by reason of sequence of tense?

For use in translation and re-translation, as recommended by the author, with the purpose of familiarizing the student with a wide range of prose expression, the book will prove useful. On the other hand, by the very nature of the material and its organization, it will not contribute particularly to the development of the student's power to read Spanish literature rapidly and readily.

JOHN C. RANSMEIER

The University of Chicago

THE MARKING SYSTEM OF THE COLLEGE ENTRANCE EXAMINATION BOARD, L. THOMAS HOPKINS: Harvard Monographs in Education, Series 1, No. 2, October, 1921.

The need for standardization of marking systems, their unscientific, subjective and almost meaningless character, have often been shown in recent years, since Cattell, in 1905, first began to study them. This monograph is an investigation of the distribution of the marks of the College Entrance Board for the years from 1902 to 1920 inclusive, with a view to discovering the grounds for the vigorous criticisms of college entrance examinations by New England teachers. The subjects selected were English readings, elementary French, elementary algebra, and plane geometry, since they were offered by nearly all candidates and furnish a large number of cases.

The two significant facts disclosed are (a) that almost every distribution out of the seventy-six plotted is bimodal, and (b) that almost every distribution is skewed negatively or toward the lower end of the curve. The distribution of 445,620 marks is as follows:

90-100	75-89	60-74	50-59	0-49
4.78%	18.34%	31.14%	13.78%	31.96%

Even when the distribution is plotted for only those candidates recommended as possessing full and satisfactory preparation, it is still bimodal and negatively skewed as shown for 87,642 marks:

90-100	75-89	60-74	50-59	0-49
6.35%	22.32%	32.28%	13.69%	25.36%

The College Entrance Board marks thus show a wide divergence in distribution from the one expected, and almost always found, when a fairly large number of students are graded. School and university marks have been shown, over and over again, to approximate the normal distribution represented by the bell shaped probability curve. More exact measurements of physical and mental traits approximate the normal curve. The marking system of the Board certainly calls for explanation and investigation and the method of reading and scoring the papers for revision.

The reliability and validity of any examination are, however, not shown by conformity to the normal distribution or any other curve, but by the correlations with future performance. Kelley, Pressey, and others pointed out the inadequacy of conformity to the normal distribution as a measure of the reliability of tests. Pressey argues that the bimodal distribution is the

desirable one provided assured successes are at one end of the curve and the potential failures at the other. The real problem, then, is whether the college entrance examinations are adequate to the task of selecting those who are qualified for college work and eliminating those who will fail. The accumulating evidence goes to show that their predictive value for this purpose is much too low to inspire confidence. The author of this monograph is no doubt aware that this is the vital issue though his discussion is limited to the character of the distribution of marks and the suggestion that "some approximation to the normal curve offers the best basis for solving present irregularities."

V. A. C. HENMON

University of Wisconsin
January 23, 1922

FRANCE, PREMIÈRE ANNÉE DE FRANÇAIS. Méthode directe de français avec notation phonétique par MME ET M. G. H. CAMERLYNCK. Pp. IX+220+58 pp. of vocabulary. Allyn and Bacon 1921.

This book, which is evidently an American edition of the volume published in France by Didier in 1919, has a double interest for Americans at present, as M. Camerlynck, who is a well known teacher in France, was official interpreter for the French delegates to the Disarmament Conference.

The authors describe the book as a *Première Année de Français*, and state that it is equally useful for all students of any country, who wish to learn French. From the subject matter, however, it would seem to be best fitted for use in Junior High Schools or in first year classes where the students are immature.

The first twenty lessons are considered preparatory lessons and give the concrete vocabulary of the class-room and the simple expressions of every day life. Then follows narrative material concerning the daily experiences of the Richard family.

The authors expressly say that the book does not aim to replace the teacher. The vocabulary of each lesson is to be taught in class before the books are opened, using such direct method devices as are familiar to all. The book is intended particularly for home use, to aid the pupil in his review and study of what has been taught in class. After each lesson there is a *devoir* consisting of questions on the text and exercises involving drill in grammar. Understanding of the text is to be considered as a minimum requirement. The ideal that the authors seek is to have the pupil not only know what is in the book, but to work it over so thoroughly that it becomes to him a usable possession.

The attack is upon the fundamental difficulties for the foreigner viz. the gender of nouns and the conjugation of verbs. The central idea is simplicity, the main thought being to teach a few things well. Only the big facts of grammar are treated and the exceptions are omitted. The verb is considered the key stone and the stress is laid on the two tenses most needed in conversation, the present and the past indefinite, with the infinitives and the participles. All the verbs most commonly used in speaking, whether they be regular, irregular or auxiliary, are taken up in the present tense. The preface states that the other tenses can be studied later. Of course, this is sound pedagogy, but after constructing a book on this principle one wonders why the authors devote seventeen pages in the back of the book to the complete conjugation of regular and irregular verbs.

The treatment of phonetics is as sane as the treatment of grammar. The use of phonetics is looked upon as an aid, and nowhere as an end in itself. This part of the work is not overstressed, but is made an auxiliary study, as it should be in a first year course with young students. The first twenty lessons are given in phonetic transcription in the back of the book. There is a key to the phonetic symbols and phonetic exercises for oral drill. The songs and poems (seventeen of them in all) are also given in phonetic script.

The vocabulary seems to have been carefully and thoroughly looked after. In addition to the regular French-English vocabulary, the words occurring in the text are classified for reference and vocabulary study under such headings as *l'univers, la terre, le temps, l'homme, le corps humain, la grammaire*, etc. The adjectives and verbs are given with related words under each; and the adverbs and conjunctions also appear in the summary.

A few mistakes in proof reading are noted: p. IV *dessines* for *dessins*; p. V *aisement* for *aisément*; p. 39, 6 *des quatre membres* for *des quatre membres*; p. 143 *les Matines* for *les matines*.

I cannot agree with M. Camerlynck on one point. He comments on the artistic effort that has been made to render the book attractive. The pen drawings are not well done and certainly do not add to the beauty of the text, which is apparently what he intended to have them do. However, they will probably aid in teaching the text as M. Camerlynck wishes it taught and so they will serve their purpose.

The book will doubtless fill a want. It is simple, sane, does not try to cover too much ground, and has a human, vital quality that should make it a useful class text.

JOSETTE EUGENIE SPINK

School of Education, University of Chicago